

# Idaho Title I Schoolwide Action Plan Handbook

Revised October 2007



No Child Left Behind Act of 2001  
Title I: Improving the Academic Achievement of the Disadvantaged  
Section 1114

**“For Title I, the fact that our children are disadvantaged is not the challenge. Designing and implementing programs that overcome those disadvantages is the challenge.”**

Christine Ivie, Deputy Superintendent  
Division of Student Achievement and Accountability  
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# Idaho Title I Schoolwide Action Plan Handbook



No Child Left Behind Act of 2001

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# **INTRODUCTION**



## **An Introduction to the Title I Schoolwide Action Planning Process**

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## **Introduction to the Title I Schoolwide Action Planning Process**

**Planning a schoolwide action plan requires the support and involvement of a planning team; building staff, parent, community and district representatives.**

**The planning process, which covers the following six steps, usually takes one school year.**

**Step One: Determine Readiness and Form Planning Team**

**Step Two: Conduct Comprehensive Needs Assessment**

**Step Three: Inquiry Process: Clarify Needs and Find Scientifically Based Strategies**

**Step Four: Set Goals and Evaluate**

**Step Five: Design and Create Schoolwide Action Plan**

**Step Six: Review and Approve Schoolwide Action Plan**

The materials in this notebook are designed to assist planning teams in a comprehensive Schoolwide Action Planning process (usually one school year). Although the steps are presented sequentially, they overlap in practice. The planning team should consider the planning process as a series of phases, rather than a progression of discrete steps, and recognize that the time spent on each step can vary from school to school.

Eligibility requirements are the same as for any school within an LEA. In addition, the school must meet the required poverty threshold of 40% (a reduction from the previous requirement of 50%). This means the school must serve an eligible school attendance area where at least 40% of the children are from low-income families.



## **Step One. Determine Readiness and Form Planning Team**

Before a school can effectively engage in a comprehensive planning and reform process, there needs to be a collective understanding of what is involved and the potential benefits of the process. Title I Coordinators should spend time with the principal, planning team and staff at the school to be sure that all stakeholders understand Title I, the current Targeted Assistance Model, and the key components and differences in a Schoolwide Action Plan. Once it is determined that the staff and school leadership understand how a Schoolwide Action Plan could be different than their current Targeted Assistance Program, the district needs to assess the readiness of the staff and principal to engage in the planning process. Staff willingness to spend time looking at all aspects of the school operation and to make changes as a result of study is central to the success of the process. A survey or measure of consensus following an overview and sufficient discussions about the process are recommended to document support. Once a decision is made to participate in Schoolwide Action Planning, the district should establish a timeline for the process and identify how the school will be supported with time, resources and technical assistance. Time for staff to meet, analyze data, problem-solve strategies, and collaborate on solutions to address identified needs is essential in developing a quality Schoolwide Action Plan. The district should clarify with staff what resources will be available during the planning process (substitute time, stipends, release days, in-service days, etc.)

## **Step Two. Conduct Comprehensive Needs Assessment Using School Data**

The needs assessment process for the Schoolwide Action Plan is comprehensive and focuses on the entire school rather than just the needs and characteristics of the traditional Title I program in the school. Schoolwide teams will collect and examine data from a variety of sources and will identify priority need areas in all aspects of school operation.

## **Step Three: Inquiry Process: Clarify Needs and Find Scientifically Based Strategies**

During this phase the planning team and the whole staff consider the strengths and weaknesses of their school based on the data collected in the needs assessment. The planning team, staff and parents brainstorm and discuss possible reasons why the priority needs exist and then identify potential solutions to address these reasons. The staff and planning team then researches, studies and discusses the possible solutions that they identified to select the best solutions and strategies for the school. The planning team will contact and/or review as many information sources as feasible during this phase by researching and selecting the most appropriate solution(s). Potential sources include school support teams, technical assistance centers, educational labs, visits to other schools, periodicals, books, journals and online services. Each potential solution is carefully reviewed to determine if it will address the priority need area, if it

represents scientifically research-based practice or evidence of effectiveness and can be implemented effectively within this school.

#### **Step Four: Set Goals and Evaluate**

The planning team and staff will establish measurable academic goals for reading and math based on student achievement data, as measured by Idaho State Assessments. The school will also identify and describe the local assessments and activities that will be used to determine progress toward meeting the goals, including when the local assessments will be given and how the assessment data will be collected and analyzed. The staff should also determine how this information and progress will be reported to the school community, including parents. In addition to providing necessary data for accountability, information gathered during the evaluation phase should also help guide ongoing improvement of the Schoolwide Action Plan.

#### **Step Five: Design and Create Schoolwide Action Plan**

The planning team and staff describes and outlines key strategies and the significant changes in instruction and school organization that will occur as a result of the shift to the schoolwide approach. The planning team builds a road map for the implementation of the solution(s) identified in the inquiry process by creating a schoolwide action plan using the schoolwide framework and template.

The planning team should also determine how to collaborate with other programs. Parent involvement activities in a Schoolwide Action Plan, for example, would ideally be coordinated across programs, replacing the traditional model where each program conducted its own outreach and support activities for parents.

The Schoolwide Action Plan components will be entered in the Continuous Planning (CIP) Tool on the State Department of Education (SDE) website <http://www.sde.idaho.gov/DataCollection/CipTool> . Assurances pages and the supporting data will be mailed to the SDE.

Schools will update their plans each year on the CIP Tool.

#### **Step Six: Review and Approve Schoolwide Action Plan**

When the plan is complete, it is reviewed by the school's planning team. The district team then uses the Schoolwide Action Plan Scoring Guide and reviews the school's plan for legal compliance, feasibility, comprehensiveness and its ability to increase student achievement. The district team may recommend revisions, clarifications or improvements. When the district approves the plan, they notify the Title I Coordinator at the SDE that the plan is complete and they mail the assurances pages and the supporting data to the SDE. The Title I

Coordinator uses the Schoolwide Plan Scoring Guide and reviews the plan for legal compliance, feasibility, comprehensiveness and its ability to increase student achievement. Following SDE approval of the plan, the Title I Coordinator notifies the district that the plan can be implemented.

# **Determine Readiness and Form Planning Team**



## **STEP ONE** **(of a Six-Step Process)**

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Step One:

## **Determine Readiness and Form Planning Team**

Before a school can effectively engage in a comprehensive planning and reform process, there needs to be a collective understanding of what is involved and the potential benefits of the process. Title I Coordinators should spend time with the principal, planning team and staff at the school to be sure that all stakeholders understand Title I, the current Targeted Assistance Model and the key components and differences of a Schoolwide Program. [Making Sense of Schoolwide](#), [TAS vs. SWP](#),

### **Key Components of a Schoolwide Action Plan And the Ten Required Elements**

<b>Key Components</b>	<b>10 Required Elements</b>
<b>Reform Strategies</b>	Conduct Comprehensive Needs Assessment
	Reform strategies to improve achievement for all students
<b>Highly Qualified Staff</b>	Instruction provided by highly qualified staff
	High quality professional development activities
	Strategies to attract high quality teachers to high needs schools
<b>Parent Involvement</b>	Strategies to increase parent involvement in student's academic achievement
<b>Transitions</b>	Plans to assist in transitioning from preschool to elementary programs
<b>Additional Support for Students</b>	Teacher participation in assessment decisions for improving instruction and student achievement.
	Strategies to support students continuing to fail to meet standards.
	Coordination and integration of programs and services

Key Components from NCLB Title I Section 1114 Schoolwide Programs

Once it is determined that the staff and school leadership understand how a Schoolwide Program could be different than their current Targeted Assistance Program, the district needs to assess the readiness of the staff and principal to engage in the planning process. Staff willingness to spend time looking at all aspects of the school operation and to make changes as a result of study is central to the success of the process. A survey or measure of consensus following an overview and sufficient discussions about the process are recommended to document support.

When a decision is made to participate in Schoolwide Action Planning, the district should establish a timeline for the process and identify how the school will be supported with time, resources and technical assistance. A general timeline that many schools have used is provided in this section. This timeline can be adapted to specific school and district needs and then printed out for the team and District use.

Time for staff to meet, analyze data, problem-solve strategies and collaborate on solutions to address identified needs is essential in developing a quality Schoolwide Action Plan. The district should clarify with staff what resources will be available during the planning process (substitute time, stipends, release days, in-service days, etc.).

## **Schoolwide Action Planning Notification Form**

### **Submit Schoolwide Action Planning Notification Form**

Once a decision is made to move forward and the timeline and resource support is identified, the district notifies Idaho Department of Education, Division of Student Achievement and School Accountability, Title I, of the school and district intent to engage in Schoolwide Action Planning by completing and submitting the [Schoolwide Action Planning Registration Notification form](#).

This information will:

- document staff readiness and support for the process
- outline district plans for facilitating the planning and providing technical assistance to the school
- provide a tentative timeline
- provide SDE with specific anticipated technical assistance needs
- document the beginning of the Schoolwide Action Planning Process.

## **Create a Planning Team**

A schoolwide program is developed with the involvement of parents, certificated and classified staff, administrators and others who will carry out the plan. The planning team assumes responsibility for providing leadership during the planning and implementation of the schoolwide program. The planning team also assumes the responsibility to ensure that all staff and parents have opportunity to provide input as the plan is developed.

Since parent involvement is a major element in Title I, parents should be included on this planning team. If the application is for a secondary school, students may also be included on the planning team. School and district Title I personnel must also be included. Certified and classified staff should represent

the various grade levels and various subgroups of students that are in need of support within the particular school. Special Education staff, English Language Learner staff, specialists and teachers that have particular subject matter expertise, such as mathematics, science or language arts, will be able to bring a full perspective to the Schoolwide Action Planning.

An existing building team could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed below.

Planning Team - (Each group should have at least one participant)

- Parents
- Certificated Staff (teachers representing various grade levels)
- Classified Staff
- Administrators
- District Staff
- Building Title I Staff
- Other (optional: students, community members)

## **Identify Resources and Funding Sources**

### **Identify Resources**

To determine the resources that are available for incorporation into the Schoolwide Action Plan, the planning team should meet with the district Title I Coordinator as well as other district personnel who can determine which Title funds will be available. A school must know the amount of Title I funds they have been receiving and what may be expected in the future. Other federal Title funds can also be used to address schoolwide needs. The school needs to know which funds they can build into their plan and which funds the district will manage and use for district wide programs. Having a clear picture of the resources available to the school is essential in planning an effective Schoolwide Action Plan.

Schoolwide Programs are required to describe:

- How Title I funds and funds from other sources will be used to implement the Schoolwide Action Plan;
- How Title I funding will support state and local funding.

### **Funding Sources**

Identify all federal and state sources of funds allocated to the school. The general education (building) funds and federal funds allocated to this school should be recorded on the chart below. A similar form is included in the Template for the Schoolwide Action Plan.



Funding Source	\$ Amount
General Education: (Building Allocation)	
Title I-A	
Title I-C	
Title II-A	
Title II-D	
Title III-A	
Title IV-A	
Title V-A	
Other	

TIMELINE			
	<b>What</b>	<b>Who Participates</b>	<b>When</b>
<b>Step 1: Determine Readiness &amp; Form Planning Team</b>	<b>Initial Overview of Schoolwide Action Planning Process</b> <ul style="list-style-type: none"> <li>Why implement a Schoolwide Action Plan?</li> <li>What does the process involve?</li> </ul> (This could be done by the Title I Coordinator at the school or with a group of schools regionally) <a href="#">Making Sense of Schoolwide, TAS vs. SWP</a>	All school staff, District contacts	When a school expresses interest in implementing a Schoolwide Action Plan (preferably in the spring, but could be early fall)
	<b>Set Meeting/Planning Dates and Develop a Timeline</b> <ul style="list-style-type: none"> <li>Purpose of meetings is to plan, provide technical assistance, determine resource needs of school</li> <li>Meet at least monthly, but as needed by individual schools until Schoolwide Action Plan is submitted</li> <li>School and district leadership requirements</li> </ul>	Principal, District contacts, Title I Coordinator	As soon as possible after initial overview meeting
	<b>Determine Planning Team Membership</b> <ul style="list-style-type: none"> <li>Complete SDE <a href="#">Schoolwide Action Planning Notification Form</a> and send electronically to Marcia Beckman at mmbeckman@sde.idaho.gov Division of Student Achievement and School Accountability State Department of Education</li> </ul>	Title I Coordinator	As soon as possible after overview meeting with the school
<b>Step 2: Conduct Needs Assessment</b>	<b>Profiling and Comprehensive Needs Assessment</b> <ul style="list-style-type: none"> <li>Introduction to the comprehensive needs assessment and profiling process</li> <li>School Improvement Plan: review current profile, update and gather data across the five dimensions</li> <li>Analyze profile data; identify strengths and areas needing improvement</li> </ul>	Title I Coordinator, Schoolwide Planning Team, All school staff	October/December
	<b>Determining Priorities</b> <ul style="list-style-type: none"> <li>Prioritize areas needing improvement; Staff Prioritization Survey Tool</li> <li>Continued analysis of data may be necessary to determine priorities</li> </ul>	Title I Coordinator, Schoolwide Planning Team, All school staff	December/January
<b>Step 3: Inquiry Process</b>	<b>Inquiry, Research, Determining Strategies:</b> <ul style="list-style-type: none"> <li>Introduction to Inquiry Process</li> <li>Finding scientifically research-based strategies to address areas needing improvement as identified in the comprehensive needs assessment</li> <li>Reading, research, school visits</li> <li>Ensure that strategies are comprehensive and address all areas of need and all students</li> </ul>	Title I Coordinator, Schoolwide Planning Team, All school staff	January/March

TIMELINE			
	<b>What</b>	<b>Who Participates</b>	<b>When</b>
<b>Step 4: Goal Setting And Evaluation</b>	<b>Set Goals and Develop an Evaluation and Assessment Plan</b> <ul style="list-style-type: none"> <li>Set measurable student achievement goals <u>in at least reading and math</u>; set targets for state, district and local achievement indicators</li> <li>Review plan framework, procedures, district role in approval and submission to the SDE</li> </ul>	Title I Coordinator, Schoolwide Planning Team, All school staff	March/April
<b>Step 5: Design the Schoolwide Program and the Written Plan</b>	<b>Prepare the Schoolwide Action Plan</b> Begin writing the schoolwide written plan, to include: <ul style="list-style-type: none"> <li>A summary of the planning and comprehensive needs assessment process;</li> <li>A description of the process used to select the strategies to address needs;</li> <li>Student achievement and other goals;</li> <li>The strategies and ideas to address: assessment and evaluation, professional development, parent involvement and how programs will coordinate.</li> <li>The plan for ensuring continued school and district support, and external technical assistance as the plan is implemented;</li> <li>The Implementation Plan and Timeline for <u>at least</u> the first year of implementation but can be a 2 - 3 year plan; and</li> <li>A budget for the first year of implementation.</li> </ul>	Title I Coordinator, Schoolwide Planning Team, All school staff, Parents	March/May
<b>Step 6: Review and Approve the Schoolwide Action Plan</b>	<b>Submit Schoolwide Action Plan to district</b> <ul style="list-style-type: none"> <li>District uses the Scoring Guide to determine whether all criteria are met</li> <li>District submits to SDE the plan and their completed scoring guide that assures that all criteria were met.</li> </ul>	Schoolwide Planning Team-- school and district	May/June
	<b>SDE Reviews the District Scoring Guide</b> <ul style="list-style-type: none"> <li>Ensure that the District has approved the submitted plan and determined that all the legal criteria were addressed.</li> </ul>	SDE staff	May/June
	<b>Official Notification</b> <ul style="list-style-type: none"> <li>SDE officially notifies the district that the plan was received and a review of the district scoring guide has taken place. If all criteria were met, the plan is filed at SDE and the schoolwide status of the school is verified and recorded.</li> <li>The district notifies the school that they are considered a schoolwide program and the submitted Schoolwide Action Plan will function as the school's School Improvement Plan.</li> <li>The district meets with the planning team to clarify how the plan will be implemented and the annual review of the Schoolwide Action Plan will occur.</li> </ul>	SDE District	June/July

# **Conduct Comprehensive Needs Assessment**



## **STEP TWO** **(of a Six-Step Process)**

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Step Two:

## **Conduct Comprehensive Needs Assessment**

A key component of the comprehensive needs assessment is the development of a current school profile. At a minimum, the school profile includes information about student achievement and four key dimensions that affect it.

The planning team, staff, parents/community, and district can use the updated school profile to identify the school's priority need areas.

The second step in planning a schoolwide program is to conduct a comprehensive needs assessment. This step is based on the belief that any organization, and especially a school, must have a clear picture of its current status before it can plan comprehensive changes. **A key component of this step is to develop a school profile. The school creates a school profile that describes the school based on the data collected across five key dimensions.**

The five dimensions include:

- Student Achievement
- Professional Development
- School Context and Organization
- Curriculum and Instruction
- Family and Community Involvement

The focus of the needs assessment is to identify strengths of the current program, but also to identify weaknesses, obstacles and barriers in each of the dimensions. The goal of the Schoolwide Action Plan is to improve instruction in the regular classroom where disadvantaged students spend most of their school day. This is accomplished by developing and implementing strategies that address the barriers and obstacles identified by the school.

Once the profile is completed, a school can use it to identify **priority areas needing improvement** that will be the focus of the Schoolwide Action Plan.

Multiple sources of assessment and achievement data should be analyzed, but the comprehensive needs assessment must include information about student progress toward meeting Idaho Content and Student Performance Standards. The needs assessment should also be based on an analysis and inquiry of the other four dimensions that impact student achievement.

## Develop a School Profile

A school profile organizes information across the dimensions of student achievement, student characteristics, school context and organization, curriculum and instruction, and family and community involvement. It lists elements within each of these dimensions and possible sources of data that can be the focus of a comprehensive needs assessment.

### Procedures for Collecting, Organizing and Analyzing the Profile Data

#### Identify the data and information to collect for each dimension

The planning team and staff will begin to collect information about all of the five dimensions to provide a comprehensive picture of the school's present status. [Data Collection Worksheets](#) have been provided for collecting profile data in each of the five dimensions. Highlight the worksheets beginning on page 27 and copy them on to a separate Microsoft Word document. Information collected by the team can then be typed or handwritten on to the worksheets. To provide a clear idea regarding specific data to collect, use the [Data Collection Questions](#) beginning on page 19. These questions focus the team on important elements in each of the indicators within a dimension. Answering as many of the questions that apply to the school provides a strong base of information.

For example, under the dimension "Professional Development," the planning team might ask: "Are professional development activities consistent with district and school goals?" or "To what extent do teachers implement the changes suggested during trainings?" These types of questions help the planning team frame the data collection effort. Although the staff and planning team collect a variety of information in all of the dimensions, the team should concentrate on elements within each dimension that have the greatest impact on student academic achievement.

#### Identify data collection procedures

Schoolwide Action Planning teams will use a variety of data collection procedures when conducting a comprehensive needs assessment. For example, schools will use surveys, interviews, observations, summaries of existing records and demographic information. Planning teams will collect this information from several sources--teachers, students, parents, district offices and community members.

#### Select data collection instruments

Schoolwide Action Planning teams can collect new information using a variety of data collection instruments, and they can review data from existing records, such as attendance records, climate surveys, achievement test reports and local school assessment data. Surveys can be used to collect information that

addresses instruction, professional development, curriculum and family involvement issues. Most schools use surveys to collect data from teachers, parents and students. The Data Collection Questions that are provided have the questions on information that schools most frequently seek. The questions can be copied into Word documents and altered to meet the school's needs. Other surveys can be used as long as they collect data in the five dimensions of Student Achievement; Professional Development, School Context and Organization, Curriculum and Instruction, and Family and Community Involvement.

### **Collect the data**

Surveys should be completed as early in the process as possible so that the data can be tabulated and summarized, then used to help determine priority needs.

Suggestions for working with surveys:

- Have clear due dates for surveys to be turned in. Many schools have students complete the survey during class time. Teacher surveys can be completed at a staff meeting if time permits.
- To increase the number of parent surveys returned, have a short turn around time from when the surveys go home to when they are expected to be returned. Have the students do the Student Survey the same week. Enlist the help of the students to bring their parents' surveys back. Many schools provide an incentive, such as a special pencil, eraser or snack for each child who returns the survey.
- Put items on the surveys that the school has the ability to consider and impact.
- Simple open-ended questions included as part of the survey can often provide the team with helpful insights that can provide context for some of the survey responses. Examples would include, "What are three strengths of our school?" "In what three areas do we need to improve?"

### **Tabulate and summarize**

Data summaries may involve aggregating numbers or test scores. Survey responses are usually recorded in percentages so that areas of needs and strengths can easily be seen. These could be recorded on the Data Collection Worksheets. Reports may also include summaries of narrative responses from survey or interview questions. [\(Submit as #1 Data Collection Worksheet with the Schoolwide Action Plan to be kept on file by the LEA\).](#)

### **Analyze the results and identify priority areas needing improvement**

This step is perhaps the most challenging part of conducting a comprehensive needs assessment--analyzing the data to arrive at an understanding of the areas needing improvement. The Schoolwide Action Planning team should use the [Data Analysis Worksheet](#), beginning on page 38, of the five dimensions to organize data from the collection worksheets. The school can start by looking for patterns in the data that reveal trends or insights about the school and students. The Planning team should also identify the evidence from the school profile that supports statements about program strengths and weaknesses. The Data



Collection and Analysis Worksheets can frame the discussion and the presentation of the data and analysis to the entire staff. A thorough discussion of the strengths and weaknesses for each dimension is imperative to the design of a successful schoolwide program. From these weaknesses, priority areas needing improvement are then identified. These priority areas needing improvement will be the focus of the Inquiry process. (Submit as #2 [Data Analysis Worksheet](#) with the [Schoolwide Action Plan](#) to be kept on file with the LEA).

**Share the results of the needs assessment with the parents and school community**

This important step not only provides an opportunity to share the outcomes of the needs assessment, but also provides the parents and school community an opportunity to comment on the accuracy of results. A thorough review of the findings will help people "buy in" to proposed solutions.

SCHOOL CONTEXT AND ORGANIZATION Indicators:	Definitions:
• <b>School Enrollment</b>	The number of students in the school; students in special programs (Title I, special education, talented and gifted, etc.); ethnicity; or other meaningful categories
• <b>School Ethnicity</b>	The number of students representing various ethnic groups within the school
• <b>Special Education</b>	The number of students receiving special education services The number of students in the various special education categories
• <b>Socioeconomic Status</b>	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
• <b>Student Behavior</b>	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse, or other at-risk behavior
• <b>Student Attitudes</b>	Student attitudes toward school analyzed and reported by content or other area
• <b>Limited English Proficiency</b>	The percent of students with limited English proficiency; the percent of families who speak English as a second language
• <b>Student Availability for Extended-Time Options</b>	The number of students routinely arriving at school early, the number of "latch-key" children, the number not generally working or otherwise occupied during summer or school intermission periods
• <b>Average Class Size</b>	Staff/child ratio, average class size—can be computed by grade or grade span
• <b>Coordination Plan</b>	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that students do not participate in fragmented instruction
• <b>Management / Governance</b>	The presence of school planning team, teacher input into decision-making, the organization of teachers by teams, teacher handbook, substitute handbook and effective administration and staff leadership
• <b>Discipline Policy</b>	Clearly defined and articulated student management and discipline policy
• <b>Instructional Time</b>	Daily and weekly schedules, calendars, before and after school programs, teaming and grouping strategies, etc.

<b>CURRICULUM &amp; INSTRUCTION Indicators:</b>	<b>Definitions:</b>
<ul style="list-style-type: none"> <li>• <b>School Mission</b></li> </ul>	Statement of the underlying philosophy of the school
<ul style="list-style-type: none"> <li>• <b>Learning Expectations</b></li> </ul>	Clear expectations that are communicated to the community, teachers, parents, and students about what students can and should learn; written goals and objectives that reflect classroom and school practice
<ul style="list-style-type: none"> <li>• <b>Instructional Program</b></li> </ul>	Assessment of the school by staff regarding the attributes of effective instructional strategies; curriculum alignment and correlation to state standards; meeting needs of diverse learners
<ul style="list-style-type: none"> <li>• <b>Instructional Materials</b></li> </ul>	Amount and quality of instructional materials; extent to which available materials are consistent with state and district content standards
<ul style="list-style-type: none"> <li>• <b>Support Personnel</b></li> </ul>	Use of paraprofessionals and special program staff
<ul style="list-style-type: none"> <li>• <b>School Climate</b></li> </ul>	Quality of student–teacher interactions, student attitudes towards school, teacher job satisfaction, teacher expectation and beliefs about what students can accomplish; safety of students and teachers
<ul style="list-style-type: none"> <li>• <b>Technology</b></li> </ul>	Availability or access to computers, educational hardware and software; ability to link with other schools, districts and/or information sources. School status relative to the District Technology Plan

<b>PROFESSIONAL DEVELOPMENT Elements:</b>	<b>Definitions:</b>
<ul style="list-style-type: none"> <li>• <b>District Level Professional Development Plan</b></li> </ul>	Existence of a district level professional development plan to strengthen staff use of the curriculum and ability to instruct and to bring all instructional staff to Highly Qualified status as described in NCLB; number of days for professional development; district resources dedicate to professional development
<ul style="list-style-type: none"> <li>• <b>School Professional Development Plan</b></li> </ul>	Existence of a building level professional development plan to strengthen staff use of the curriculum and ability to instruct and to bring all instructional staff to Highly Qualified status as described in NCLB; number of days/hours for professional development; building resources dedicate to professional development
<ul style="list-style-type: none"> <li>• <b>Professional Development for Certified teachers</b></li> </ul>	Professional development opportunities available to teachers specifically those activities that are on-going, increase instructional skills or understanding of the curriculum
<ul style="list-style-type: none"> <li>• <b>Professional Development for Instructional Assistants</b></li> </ul>	Professional development opportunities available to paraprofessionals specifically those activities that are on-going, increase instructional skills or understanding of the curriculum
<ul style="list-style-type: none"> <li>• <b>Professional Development for School Leaders</b></li> </ul>	Professional development opportunities available to school leaders to support school improvement and leadership
<ul style="list-style-type: none"> <li>• <b>Number of Staff Meeting Highly Qualified Teacher and Assistant as described in NCLB</b></li> </ul>	Number of classified and certified staff that meet the NCLB requirement for “Highly Qualified”; the plan by the school or district to make sure all Title staff teaching in core academic areas meet the requirements by the end of 2005-06 school year

<b>FAMILY &amp; COMMUNITY INVOLVEMENT</b>	
<b>Elements:</b>	<b>Definitions:</b>
<ul style="list-style-type: none"> <li>• <b>Parental Involvement in Learning at Home</b></li> </ul>	Parent participation in home learning activities; information provided to families on how to assist students with schoolwork; assistance provided to families in helping students set academic goals
<ul style="list-style-type: none"> <li>• <b>Communication with Parents</b></li> </ul>	Amount and frequency of information disseminated to parents about school programs and children's progress; quality of information disseminated; information disseminated in the language spoken by parents; the frequency of parent/teacher interactions; professional development for staff on effective communication with families; parent-teacher conferences; effective school-parent compact
<ul style="list-style-type: none"> <li>• <b>Parent/Community Input</b></li> </ul>	Amount and frequency of opportunity for involvement in decision-making; parent attitudes on key issues
<ul style="list-style-type: none"> <li>• <b>Parent Training and Workshops</b></li> </ul>	Trainings and workshops designed to help all families establish home environments to support children as students; parent workshop evaluations; information, assistance and resources provided to all families who want it; home visiting or other similar programs; evidence that all cultures are respected and represented in parent training activities
<ul style="list-style-type: none"> <li>• <b>Volunteering</b></li> </ul>	Recruiting and organizing parent help and support through the use of volunteers at school; family room or resource area for parents; reduction of barriers to participation of volunteers by providing transportation, childcare and flexible schedules; and addressing the needs of English language learners
<ul style="list-style-type: none"> <li>• <b>Community Collaboration</b></li> </ul>	Evidence of school and business partnerships; community programs that support the school; coordination and integration of resources and services

<b>STUDENT ACHIEVEMENT Elements:</b>	<b>Definitions:</b>
<ul style="list-style-type: none"> <li>• <b>Academic Performance in all Content Areas</b></li> </ul>	<p>State and local testing (norm-referenced or criterion-referenced tests); performance assessments; developmental checklists; classroom assessments; grades</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of Girls and Boys</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroups of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of Special Education Students in all content areas</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroup of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of English Language Learners in all content areas</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroup of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of Homeless Students in all content areas</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroup of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of Poverty Students in all content areas</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroup of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of Migrant Students in all content areas</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroup of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Academic Performance of Major or Significant Ethnic Groups represented in the school</b></li> </ul>	<p>State and local testing; classroom assessments or grades of this particular subgroup of students in the core academic areas</p>
<ul style="list-style-type: none"> <li>• <b>Post Secondary</b></li> </ul>	<p>Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed services</p>
<ul style="list-style-type: none"> <li>• <b>Multi-year Trends</b></li> </ul>	<p>Longitudinal academic performance data</p>
<ul style="list-style-type: none"> <li>• <b>Completion Rates</b></li> </ul>	<p>Graduation/promotion rate; grade retention rates; percentage of dropouts</p>

# **Data Collection Questions And Worksheets**



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## Data Collection Questions

Below are questions you may use to collect pertinent data for the school profile. Record the data on the Data Collection Worksheets provided. The questions you ask will form the basis for the data analysis. Not all of these questions will apply to every school. Respond to the questions that are essential and pertinent for you to conduct an in-depth comprehensive needs assessment and school profile. Add questions as needed to this list.

### School Context and Organization

Indicator	Data Collection Questions
<b>School Enrollment</b>	Is our enrollment increasing, decreasing, or staying stable? What impact do our enrollment numbers have on our facility? What impact do our enrollment numbers have on staffing? What impact do our enrollment numbers have on programs?
<b>School Ethnicity</b>	What are our current ethnicity percentages? Has our ethnicity changed during the last 3-5 years? What impact does ethnicity, or changing ethnicity have on our school?
<b>Special Education</b>	What are our current special education numbers? Percentage? What are our student's areas of eligibility? How effective are our service delivery models? How effective is our referral/evaluation system?
<b>Talented and Gifted</b>	What are our current TAG numbers? Percentage? In what areas have our TAG students been identified? How effective are our TAG services? How effective is our TAG referral/evaluation system?
<b>English Language Learners</b>	What are the current ELL numbers? What are the most common languages, other than English? Are ELL numbers increasing, decreasing, stable? How effectively are we delivering service to ELL students?
<b>Attendance</b>	What is our average daily attendance rate? Has our rate increased or decreased over time? How many of our students missed 10+ days first semester? What time of day/week/month do the most absences occur? Are absences more frequent at any particular grade level? Are we addressing chronic absences effectively?



<b>Tardies</b>	<p>What is our average daily tardy rate?</p> <p>How many of our students have been tardy 10+ days first semester?</p> <p>What time of day/week/month do the most tardies occur?</p> <p>Are tardies more frequent at any particular grade level or class time?</p> <p>Are we addressing chronic tardiness effectively?</p>
<b>Mobility Rate</b>	<p>What percentage of our students move in and out during the school year?</p> <p>Do these students move within our school district or without?</p> <p>What is causing mobility?</p> <p>Are we instructing highly mobile students effectively?</p> <p>How are we helping new move-ins deal with state testing?</p>
<b>Free/Reduced Lunch</b>	<p>Is our free/reduced lunch rate increasing, decreasing or staying stable?</p> <p>What is the impact of our Supplemental Educational Services level on instructional strategies?</p>
<b>Student Behavior</b>	<p>How many referrals have been written first semester?</p> <p>How many suspensions/expulsions first semester?</p> <p>Are disciplinary actions increasing, decreasing, stable?</p> <p>Reasons for disciplinary actions? (violence, insubordination, tardies, property damage, etc.)</p> <p>Is there an identifiable group of students who are requiring disciplinary action more often than the majority of students?</p> <p>How and what behavior issues are impacting instruction?</p>
<b>Student Attitudes</b>	<p>What attitudes concerning safety, discipline do students currently hold?</p> <p>What attitudes concerning learning do students currently hold?</p>
<b>Extended Learning Opportunities</b>	<p>Are students available for supplemental instruction before school, after school, summer time?</p> <p>What extended learning opportunities are available to students at school or in the community?</p> <p>Are parents supportive of extended learning?</p> <p>Are students in the greatest need attending extended learning opportunities?</p>
<b>Class Size</b>	<p>What are our average class sizes?</p> <p>Do we have any staff with significantly higher or lower class loads?</p> <p>Is our master schedule proving effective in balancing class sizes?</p> <p>How are class sizes impacting instruction?</p>
<b>Coordination Between Programs</b>	<p>How do we schedule our program specialists: Title I, special education, ELL, Migrant, etc.?</p> <p>How effective is communication between program specialists and general education teachers?</p> <p>How effective is the coordination of services for students?</p>
<b>Management/ Governance</b>	<p>Does planning team have appropriate representation from teachers, paraprofessionals &amp; parents?</p> <p>Besides planning team, do we have other systems or structures for governance?</p> <p>Are our governance structures facilitating schoolwide communication?</p> <p>Are there informal opportunities for input and decision-making?</p>

<b>Discipline Policies and Procedures</b>	<p>Do we have written discipline policies/procedures?</p> <p>Are students/parents aware of the discipline policies/procedures?</p> <p>Are the policies/procedures proving effective?</p>
<b>Teacher Handbook on Policies/Procedures</b>	<p>Do we have a parent/student handbook that explains key elements of our school?</p> <p>Do we have an effective way of reviewing and/or disseminating the handbook to parents/students?</p> <p>Is our handbook proving effective?</p>
<b>Substitute Teacher Handbook</b>	<p>Do we have a substitute teacher handbook with essential information?</p> <p>Do we have a system of support for substitute teachers?</p> <p>Do we have a way to evaluate substitute teacher effectiveness?</p> <p>Do we have a way for substitute teachers to provide input?</p>
<b>Effective Administration and Staff Leadership</b>	<p>Are there opportunities for staff to participate in school leadership roles?</p> <p>Is the leadership in the school effectively addressing problems? In a timely manner?</p> <p>How do grade-level collaboration teams demonstrate leadership?</p>
<b>Instructional Time; Schedules, Calendars; Before/After School Programs; Teaming and Grouping Strategies</b>	<p>Are we spending sufficient time on reading, math, writing?</p> <p>Do we group children for skill work? Should we?</p> <p>Do we team any subjects to increase instructional effectiveness and efficiency?</p> <p>Do we have sufficient time for small group teacher collaboration?</p> <p>Do we have adequate extended learning opportunities?</p>

## Curriculum and Instruction

<b>Indicator</b>	<b>Data Collection Questions</b>
<b>Articulated and agreed upon mission and/or philosophy for the school</b>	Do we have a mission/vision statement? Is this something we need to pursue? Is it an accurate reflection of our school beliefs/philosophy?
<b>Parent/Student Handbook explains learning expectations, describes curriculum and instruction</b>	Do we have an updated parent handbook? Does the handbook explain key policies/procedures? Is the parent handbook a useful resource to parents?
<b>Curriculum is aligned between grade levels</b>	Do we have curriculum alignment in all subject areas? Is our alignment proving effective?
<b>Availability of instructional materials</b>	Do we have sufficient instructional materials? What materials are we lacking?
<b>Correlation of materials and instruction with state standards</b>	Is our curriculum and instruction correlated with state standards? Is our correlation effective?
<b>Multiple instructional strategies to meet the needs of diverse learners</b>	Is our staff trained in sufficient effective strategies to meet the needs of diverse learners?
<b>Effective instructional strategies in Reading</b>	Do we have effective instructional strategies in reading to help all students work toward challenging standards?
<b>Effective instructional strategies in Math</b>	Do we have effective instructional strategies in math to help all students work toward challenging standards?
<b>Effective instructional strategies in Science</b>	Do we have effective instructional strategies in science to help all students work toward challenging standards?
<b>Effective Instructional Strategies in Writing</b>	Do we have effective instructional strategies in writing to help all students work toward challenging standards?
<b>Effective instructional strategies and opportunities in Fine Arts, P.E., electives</b>	Do we have sufficient classes or opportunities for students in fine arts, health, physical education, etc.? Is our staff trained in effective instructional strategies in these areas?
<b>Use of paraprofessionals and special programs staff</b>	Are we using our paraprofessional effectively? Are we using our special programs staff effectively?
<b>School climate</b>	How does staff feel about key issues in our school?
<b>Technology availability and access</b>	Where is our existing technology located/how is it allocated? How is our existing technology being used? What are our technology needs?

## Professional Development

Indicator	Data Collection Questions
<b>District Professional Development Plan</b>	<p>Does our district offer professional development opportunities?</p> <p>Does our school have consistent time for whole school staff development?</p> <p>Does the whole school staff development meet our needs?</p>
<b>School Professional Development Plan</b>	<p>Does the professional development plan connect to the needs and long-range goals of the school?</p> <p>How has staff development supported existing programs and materials?</p> <p>Does the professional development support new staff to use curriculum and programs that are currently in place?</p> <p>Have teachers been prepared to teach and assess state standards?</p> <p>Do we have regularly scheduled time for professional development for both teachers and paraprofessionals?</p> <p>Is the time devoted to professional development being used effectively?</p>
<b>Professional Development for Certified Teachers</b>	<p>What types of training have been provided to teachers by the school?</p> <p>What types of training have been provided to teachers by the district?</p> <p>Do teachers believe the professional development has been effective?</p> <p>What additional training do teachers feel they need?</p>
<b>Professional Development for Instructional Assistants</b>	<p>What types of training have been provided to instructional assistants by the school?</p> <p>What types of training have been provided to instructional assistants by the district?</p> <p>Is the training on-going, effective and appropriate for carrying out instruction?</p> <p>What additional training do instructional assistants believe they need?</p>
<b>Highly Qualified Staff</b>	<p>How many certified staff meet the NCLB definition of Highly Qualified Staff?</p> <p>How many instructional assistants meet the NCLB definition of Highly Qualified Staff?</p> <p>How many staff are currently working towards meeting the Highly Qualified staff criteria?</p> <p>Do teachers have adequate knowledge and certification to teach and assess their areas or subjects?</p> <p>Do teachers receive substantive feedback through periodic observation?</p>

## Family and Community Involvement

<b>Indicator</b>	<b>Data Collection Questions</b>
<b>Parent support and involvement in student learning at home</b>	Do we have a schoolwide homework policy/philosophy? Should we? How well are students completing and returning homework? What support do parents provide for homework? What interventions do we have for students struggling with homework?
<b>Parent communication from school and teachers</b>	What processes/systems do we have in place for parent communication? How effective are our communication processes/systems?
<b>Conferences with parents: attendance, frequency, format</b>	What percentage of parents participates in conferences? How effective is our conference format? Do we have procedures in place for both formal and informal conferences? Do we have procedures in place to contact no-shows?
<b>Parent communication in all languages spoken/read by parents</b>	Can all parents, regardless of language written or spoken, access information about our school and their child?
<b>Parent participation in governance, decision-making</b>	Do we have effective parent participation on planning team? Do parents participate in other governing bodies such as PTA/PTO? Do parents feel they have input regarding school issues? How many parents participate? What activities does the PTA/PTO sponsor?
<b>Parenting and information classes</b>	What do we offer in terms of parenting classes? What level of attendance/participation has occurred? What type of classes are our parents interested in? What are the best times for providing classes?

<b>Parent volunteers: number, opportunities, coordination, etc.</b>	<p>How many volunteers do we currently have at our school?</p> <p>In what capacity are they working?</p> <p>Do we have a list of volunteer options?</p> <p>Do we have someone coordinating volunteer options?</p> <p>Do we communicate with parents/community about volunteer options?</p> <p>Do we have additional parents/community members who are willing to volunteer?</p> <p>Do we have a district process for screening and training volunteers?</p> <p>Are we following risk management procedures with our volunteers?</p> <p>Do teachers know how to work with volunteers?</p>
<b>Parent activities: opportunities and participation</b>	<p>What parent/family activities do we offer? Would families like additional ones?</p> <p>What level of participation has occurred at these activities?</p> <p>How are these activities tied to increased student achievement?</p>
<b>Parent attitudes on key issues</b>	<p>How do parents feel about key issues at our school?</p> <p>Sample parent surveys are in the Appendix of this handbook.</p>
<b>Community collaborations, partnerships</b>	<p>What community partnerships assist the school?</p> <p>How effective are these partnerships?</p> <p>How well do we communicate with the community?</p>

## Student Achievement

<b>Indicator</b>	<b>Data Collection Questions</b>
<b>Idaho statewide assessment data</b>	<p>What are our trends over time (3-5 years) in reading, math, writing and science?</p> <p>Do we have any strands that are consistently weak over time?</p> <p>Do we have any strands that are consistently strong over time?</p>
<b>District assessment data</b>	<p>What are our trends over time (3-5 years) based on district assessment data?</p> <p>Do we have any strands that are consistently weak over time?</p> <p>Do we have any strands that are consistently strong over time?</p>
<b>Other local assessment data</b>	<p>What data do we have from school assessments?</p> <p>Is this data predictive of how students will perform on state and other assessments?</p>
<b>Grades and grading policies</b>	<p>What was our overall percentage of A-F for last grading period?</p> <p>What was our percentage of A-F by subject area for the last grading period?</p> <p>What percentage of students received more than one F or Unsatisfactory?</p> <p>What was the percentage of grades by class level?</p> <p>How were our sub-groups (special education, ELL, Migrant, etc.) graded compared with the</p>

	<p>entire student population?</p> <p>What interventions are available for students who have failed one or more subjects or are not on track to meet standards?</p> <p>Why have students failed a subject (poor test scores, little work turned in, etc?)</p>
<b>Retentions</b>	<p>Do we have a retention procedure?</p> <p>How many students have we retained in the past 3-5 years?</p> <p>Do we have a uniform school philosophy on retentions?</p>
<b>Dropouts</b>	<p>Has our dropout rate increased, decreased or stayed stable over the past 3-5 years?</p> <p>What reasons do students give for dropping out?</p>
<b>Academic performance of Special Education students in all content areas</b>	<p>What are our trends over time (3-5 years) in reading, math, writing and science?</p> <p>How has this group performed when compared to the school as a whole?</p>
<b>Academic performance of English Language learners in all content areas</b>	<p>What are our trends over time (3-5 years) in reading, math, writing and science?</p> <p>How has this group performed when compared to the school as a whole?</p>
<b>Academic performance of homeless students in all content areas</b>	<p>What are our trends over time (3-5 years) in reading, math, writing and science?</p> <p>How has this group performed when compared to the school as a whole?</p>
<b>Academic performance of poverty students in all content areas</b>	<p>What are our trends over time (3-5 years) in reading, math, writing and science?</p> <p>How has this group performed when compared to the school as a whole?</p>
<b>Comparative data with similar schools: SES, size, etc.</b>	<p>How have we done when compared to schools of similar Supplemental Educational Services?</p> <p>How have we done when compared to schools of similar Supplemental Educational Services and size?</p>
<b>Strategies to monitor ongoing student progress</b>	<p>Do we have a process to evaluate student achievement (on IRI, ISAT and other measures)?</p> <p>*Individually *Intact group *Successive years at same grade level</p>
<b>Ongoing and yearly evaluation the school improvement plan goals and programs</b>	<p>Do we have a process to evaluate achievement of the School Improvement Plan goals?</p> <p>Do we have a process in place to evaluate implementation and effectiveness of the School Improvement Plan?</p>

## Data Collection Worksheet

### Dimension: School Context and Organization

Submit all Data Collection Worksheets to LEA

Indicator	Data that is currently known Use: <u>Questions for Data Collection</u>	Additional Data Needed Will be collected by:	Additional Data Collected (Survey results, information gathered, assessment results)
School enrollment			
School ethnicity			
Special Education			
Talented and Gifted			
English language learners			
Attendance			
Tardies			
Mobility rate			



**Data Collection Worksheet**  
**School Context and Organization (Continued)**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>Free/reduced lunch</b>			
<b>Student behavior</b>			
<b>Student attitudes</b>			
<b>Extended learning opportunities</b>			
<b>Class sizes</b>			
<b>Coordination between programs</b>			
<b>Management/governance</b>			

**Data Collection Worksheet**  
**School Context and Organization (Continued)**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>Discipline policies and procedures</b>			
<b>Teacher Handbook on policies/procedures</b>			
<b>Substitute Teachers Handbook</b>			
<b>Effective administration and staff leadership</b>			
<b>Instructional time; schedules, calendars; before/after school programs; teaming and grouping strategies</b>			

**Data Collection Worksheet****Dimension: Curriculum and Instruction**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>Articulated and agreed-upon mission and/or philosophy for the school</b>			
<b>Parent/Student Handbook explains learning expectations, describes curriculum and instruction</b>			
<b>Curriculum is aligned between grade levels</b>			
<b>Correlation of materials and instruction with state standards</b>			
<b>Multiple instructional strategies to meet the needs of diverse learners</b>			

**Data Collection Worksheet**  
**Curriculum and Instruction (Continued)**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>Effective instructional strategies in Reading</b>			
<b>Effective instructional strategies in Math</b>			
<b>Effective instructional strategies in Science</b>			
<b>Effective instructional strategies in Writing</b>			
<b>Effective instructional strategies and opportunities in Fine Arts, Health, Physical Education, Electives, Vocational Classes, etc.</b>			
<b>Use of paraprofessionals and special program staff</b>			
<b>School climate</b>			

**Data Collection Worksheet**  
**Dimension: Professional Development**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>District Professional Development Plan</b>			
<b>School Professional Development Plan</b>			
<b>Professional Development for Certified Teachers</b>			
<b>Professional Development for Instructional Assistants</b>			
<b>Percentage or number of certified meeting the highly qualified definition according to NCLB</b>			
<b>Percentage or number of Instructional Assistants meeting the highly qualified definition according to NCLB</b>			

**Data Collection Worksheet**  
**Dimension: Family and Community Involvement**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>Parent support and involvement in student learning at home</b>			
<b>Parent communication from school and teachers</b>			
<b>Conferences with parents; attendance, frequency, format</b>			
<b>Parent communication in all languages spoken/read by parents</b>			
<b>Parent participation in governance, decision-making</b>			
<b>Parenting and information classes</b>			
<b>Parent volunteers: number, opportunities, coordination, etc.</b>			

**Data Collection Worksheet**  
**Family and Community Involvement (Continued)**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected (Survey results, information gathered, assessment results)</b>
<b>Parent activities: opportunities and participation</b>			
<b>Parent attitudes on key issues</b>			
<b>Community collaborations, partnerships</b>			

**Data Collection Worksheet**  
**Dimension: Student Achievement**

<b>Indicator</b>	<b>Data that is currently known Use: <u>Questions for Data Collection</u></b>	<b>Additional Data Needed Will be collected by:</b>	<b>Additional Data Collected</b> (Survey, results, information gathered, assessment results)
<b>Idaho statewide assessment data</b>			
<b>District assessment data</b>			
<b>Other local assessment data</b>			
<b>Grades and grading policies</b>			
<b>Retentions</b>			
<b>Dropouts</b>			
<b>Disaggregated data (For Gender, Ethnicity, Language, Intact Groups, Etc.)</b>			
<b>Comparative data with similar schools; SES, size, etc.</b>			
<b>Strategies to monitor ongoing student progress</b>			



**Data Collection Worksheet**  
**Student Achievement (Continued)**

Indicator	Data that is currently known Use: <u>Questions for Data Collection</u>	Additional Data Needed Will be collected by:	Additional Data Collected (Survey, results, information gathered, assessment results)
<b>Strategies to monitor ongoing student progress</b>			
<b>Ongoing and yearly evaluation of goals, SIP, implementation and effectiveness of programs</b>			

## **Data Analysis**

### **Determining Areas of Strength and Areas Needing Improvement**

The Schoolwide Action Plan Team now meets to do a comprehensive analysis of the data to determine areas of strength and areas needing improvement. The team then meets with the entire staff to collect feedback and input on areas of strength and areas needing improvement. Data Analysis worksheets are provided so that the strengths and weaknesses in each of the five dimensions can be considered.

### **Procedures in Data Analysis**

#### **Analyze all data gathered and determine areas of strength and areas needing improvement**

The Schoolwide Action Plan Team meets to analyze all data and determine whether the data for each indicator demonstrates that it is an area of strength for the school or an area needing improvement. This step is perhaps the most challenging part of conducting a comprehensive needs assessment—analyzing the data to arrive at an understanding of the areas the school needs to improve. Schools can start by looking for patterns in the data that reveal trends or insights about the school and then write a brief statement for each indicator that identifies a program strength or area needing improvement. Consider each indicator, but only record data in the indicators that present themselves as true strengths or true areas needing improvement. Not all indicators will have data recorded since many will be neutral, neither a strength nor a weakness. The team will use the data and evidence from the *Data Collection Worksheets* that support statements about program strengths and areas needing improvement. **Record areas of strength and supporting data and areas needing improvement and supporting data on the *Data Analysis Worksheets*.**

#### **Meet with entire staff and parent groups to present data analysis and gain feedback**

An important step, which is sometimes neglected in the needs assessment process, is sharing the results with the school community (staff and parents). This step not only provides an opportunity to share the outcome of the data analysis, but also provides the school community an opportunity to comment on the accuracy of results. A thorough review of the findings will help people "buy in" to proposed solutions. This step is crucial to ensure the understanding and awareness of ALL staff and parent groups regarding the school's strength and areas needing improvement. The staff may be reluctant to fully support new strategies and methods that may be part of the proposed Schoolwide Action Plan if they do not understand the need for such changes in their current program.

The *Data Analysis Worksheets*, organized by areas of strength and areas needing improvement, should be finalized after gaining input from the entire staff, district staff and parent groups. Once all stakeholders have reviewed and discussed the *Data Analysis Worksheets* and have agreed that they are an accurate, data-based reflection of the school, the analysis is finalized.

## Data Analysis Worksheet

### Dimension: School context and Organization

Submit all Data Analysis Worksheets to LEA

Indicator	Perceived Areas of Strength Record specific data	Perceived Areas Needing Improvement Record specific data
School enrollment		
School ethnicity		
Special Education		
Talented and Gifted		
English language learners		
Attendance		
Tardies		
Mobility rate		
Free/reduced Lunch		
Student behavior		
Student attitudes		

**Data Analysis Worksheet**  
**School Context and Organization (Continued)**

<b>Indicator</b>	<b>Perceived Areas of Strength</b> Record specific data	<b>Perceived Areas Needing Improvement</b> Record specific data
Extended learning opportunities		
Class sizes		
Coordination between programs		
Management/ Governance		
Discipline policies and procedures		
Teacher Handbook on policies/procedures		
Substitute Teachers Handbook		
Effective administration and staff leadership		
Instructional time; schedules, calendars; before/after school programs; teaming and grouping strategies		

**Data Analysis Worksheet**  
**Dimension: Curriculum and Instruction**

<b>Indicator</b>	<b>Perceived Areas of Strength</b> Record specific data	<b>Perceived Areas Needing Improvement</b> Record specific data
Articulated and agreed-upon mission and/or philosophy for the school		
Parent/Student Handbook explains learning expectations, describes curriculum and instruction		
Curriculum is aligned between grade levels		
Correlation of materials and instruction with state standards		
Multiple instructional strategies to meet the needs of diverse learners		
Effective instructional strategies in Reading		
Effective instructional strategies in Math		
Effective instructional strategies in Science		

**Data Analysis Worksheet**  
**Curriculum and Instruction (Continued)**

<b>Indicator</b>	<b>Perceived Areas of Strength</b> Record specific data	<b>Perceived Areas Needing Improvement</b> Record specific data
Effective instructional strategies in Writing		
Effective instructional strategies and opportunities in Fine Arts, Health, Physical Education, Electives, Vocational Classes, etc.		
Use of Paraprofessionals and Special Program Staff		
School Climate		

**Data Analysis Worksheet**  
**Dimension: Professional Development**

<b>Indicator</b>	<b>Perceived Areas of Strength</b> Record specific data	<b>Perceived Areas Needing Improvement</b> Record specific data
District Professional Development Plan		
School Professional Development Plan		
Professional Development for Certified Teachers		
Professional Development for Instructional Assistants		
Highly Qualified Staff		

**Data Analysis Worksheet**  
**Dimension: Family and Community Involvement**

<b>Indicator</b>	<b>Perceived Areas of Strength Record specific data</b>	<b>Perceived Areas Needing Improvement Record specific data</b>
Parent support and involvement in student learning at home		
Parent communication from school and teachers		
Conferences with parents; attendance, frequency, format		
Parent communication in all languages spoken/read by parents		
Parent participation in governance, decision-making		
Parenting information classes		
Parent volunteers: number, opportunities coordination, etc.		
Parent activities: opportunities and participation		
Parent attitudes on key issues		
Community collaborations, partnerships		



**Data Analysis Worksheet**  
**Dimension: Student Achievement**

<b>Indicator</b>	<b>Perceived Areas of Strength</b> Record specific data	<b>Perceived Areas Needing Improvement</b> Record specific data
Idaho statewide assessment data		
District assessment data		
Other local assessment data		
Grades and grading policies		
Retentions		
Dropouts		
Disaggregated data (for gender ethnicity, language, intact groups, etc.)		
Comparative data with similar schools; SES, size, etc.		
Strategies to monitor ongoing student progress		
Ongoing and yearly evaluation of goals, SIP, implementation and effectiveness of programs		

## Prioritization of Areas Needing Improvement

The entire school staff now works together to prioritize areas in need of improvement considering all five dimensions. The goal is to determine what needs within each of the five dimensions have the highest priority and will have the most significant and immediate impact on student achievement.

### Procedures for Prioritizing Needs

#### List all areas needing improvement

Transcribe the items needing improvement from the *Data Analysis Worksheets*, onto the *Summary of Areas Needing Improvement Worksheets*. Be sure that the need or weakness is listed, rather than possible solutions. Solutions will be investigated in the Research and Inquiry Phase of the Schoolwide Action Plan planning process. Please refer to samples of this worksheet beginning on page 47.

#### Staff meets to prioritize areas needing improvement

Using the [Summary of Areas Needing Improvement Worksheets](#), the staff meets to determine which areas should have the highest priority in order to have the most significant and most immediate impact on student achievement. The Leadership Team should determine whether the staff should discuss and rank each item in teams, or whether this activity should be an individual activity to quantify staff perceptions. Using the scale of 1 (low priority) to 5 (high priority) on the worksheets, staff determines whether the need should be addressed immediately or could wait for the following year of the action plan to be addressed. The Leadership Team should remind the staff that when they prioritize each item, to think about whether addressing that particular need will result in improved student achievement.

#### Tally the staff prioritization worksheets

The Leadership Team tallies the ratings from all individual or team *Summary of Areas Needing Improvement Worksheets* and determines an average “score” for each item. **Record the results on a *Prioritization of Areas Needing Improvement Worksheet*.**

#### Rank all prioritized need areas within each dimension from highest to lowest priority

Use the *Summary of Prioritization of Areas Needing Improvement Worksheet* to rank areas needing improvement. This will ensure that areas needing improvement from all components will be addressed in the design of the Comprehensive School Reform plan, rather than some components being ignored because they are not a high priority compared to other components.

#### Meet with the entire staff and other stakeholders to report summary results

This step will ensure that all staff and stakeholders (district and parent groups) agree to the priorities that have been determined by the staff. It is important that all stakeholders realize that ALL needs should eventually be addressed, but some needs must be addressed sooner than others in order to significantly impact student

achievement. It is suggested that teams summarize the results within each of the five dimensions and list them in order of highest priority to lowest priority.

**The list of prioritized areas needing improvement will become the focus of the next phase of the Schoolwide Action Planning process, the Inquiry and Research Process.**

## Summary of Areas Needing Improvement

The following areas have been identified as needing improvement. Please rate each item according to its current priority importance/impact in improving the education program for all students in the school.

1	2	3	4	5
Low Priority		Moderate Priority		High Priority

Rating	Perceived Areas Needing Improvement
*****	<b><i>SCHOOL CONTEXT AND ORGANIZATION</i></b>
*****	<b><i>CURRICULUM AND INSTRUCTION</i></b>



**SAMPLE:**  
**PRIORITIZATION of AREAS NEEDING IMPROVEMENT**  
 (Sample of two dimensions only; school would list dimensions and items  
 for all five dimensions)

Rating	Perceived Areas Needing Improvement
*****	<b>SCHOOL CONTEXT AND ORGANIZATION</b>
	Attendance rate has declined each year for the last three years
	We need to improve our support to the high number of students with learning disabilities.
	We do not have strong interventions for students who have missed a significant number of days.
	We do not know what the best instructional programs are for our Limited English Proficient students.
	Review implication of higher number of male vs. female detentions and develop interventions as appropriate
	Review and strengthen intellectual TAG screening process
	Reduce unprepared and off-task behavior in students
	Investigate/implement coordinating Title I funds with other funds to maximize effectiveness
*****	<b>PROFESSIONAL DEVELOPMENT</b>
	Staff do not feel they have enough training in the new math adoption
	Educational assistants feel they need additional training in reading strategies for struggling readers.
	Grade level teachers have no time to plan together.
	Staff believe they need more instructional strategies for LEP students in content areas

**SAMPLE:**  
**Tally of Prioritization of Perceived Areas of Need N=49**

Perceived Area of Need	1 -LOW	2	3- MODERATE	4	5 - HIGH	MEAN
<b>School Context and organization</b>	*****	*****	*****	*****	*****	*****
Attendance rate has declined each year for the last three years	///// 7x1=7	///// 7x2=14	///////// 9x3=27	6x4=24 ///// 6x4=24	20x5=100 ///////// ///	172/49=3.51
We need to improve our support to the high number of students with learning disabilities.	///// 7x1=7	///////// 14x2=28	///////// /// 23x3=69	//// 4x4=16	/ 1x5=5	125/49=2.55
We do not have strong interventions for students who have missed a significant number of days.	///// 6x1=6	///////// 16x2=32	///////// 9x3=27	///////// 9x4=36	///////// 9x5=45	146/49=2.98
We do not know what the best instructional programs are for our Limited English Proficient students.	///////// 8x1=8	///////// 14x2=28	///////// / 20x3=60	//// 4x4=16	/// 3x5=15	127/49=2.59
Review implication of higher number of male vs. female detentions and develop interventions as appropriate	///// 6x1=6	///////// 15x2=30	///////// / 20x3=60	/// 3x4=12	// 2x5=10	118/49=2.41
Review and strengthen intellectual TAG screening process	///////// 9x1=9	//// 5x2=10	///////// 10x3=30	///////// 7x4=28	///////// // 18x5=90	167/49=3.41
Reduce unprepared and off-task behavior in students	12x1=12 ///////// 12x1=12	/// 3x2=6	///////// 10x3=30	///////// / 15x4=60	///////// 9x5=45	153/49=3.12
Investigate/implement coordinating Title I funds with other funds to maximize effectiveness	/// 3x1=3	6x2=12 ///////// 6x2=12	///////// 10x3=30	///////// 11x4=44	///////// /// 19x5=95	184/49=3.76
Staff do not feel they have enough training in the new math adoption	///////// 8x1=8	///////// 8x2=16	///////// 14x3=42	//// 6x4=24	///////// 13x5=65	155/49=3.16
Educational assistants feel they need additional training in reading strategies for struggling readers.	7x1=7 ///////// 7x1=7	//// 6x2=12	///////// 15x3=45	///////// 10x4=40	///////// 11x5=55	159/49=3.24

To find the mean, multiply the number of people choosing #1-low by 1, multiply the number of people choosing # 2 by 2, #3-moderate by 3,# 4 by 4 and #5-high by 5. Divide the sum of products by the number of people responding.

**SAMPLE:**  
**PRIORITIZATION of AREAS NEEDING IMPROVEMENT**  
 (Sample of two dimensions only; school would list dimensions and items  
 for all five dimensions)

Rating	Perceived Item of Need
*****	<b>SCHOOL CONTEXT AND ORGANIZATION</b>
4.04	Determine students who have chronic attendance problems and develop appropriate interventions
3.98	Enhance summer school program with increased participation by low skilled students
3.84	Investigate issues of bullying/harassment/impulsiveness to determine where, when, and why they are occurring
3.76	Provide additional training for paraprofessionals working with special education students
3.76	Continue to implement Second Steps
3.73	Determine students who have chronic tardy problems and develop interventions
3.69	Provide special behavioral emphasis on high needs first grade
3.57	Improve student attitudes toward math
3.51	Begin brainstorming how we can best utilize new space added to our building
3.49	Investigate/implement more use of math manipulatives and practical application
3.41	Review special education referral process to see how it can be done more efficiently
3.33	Talk with students about any issues that make them feel unsafe
3.24	Provide training on how TAG strategies can be used in classrooms with all students
3.16	Review/assess TAG program to determine areas of need
3.12	Investigate/implement instructional strategies for special education students in mainstream classes
2.98	Confirm that new registration form will enable us to identify families that are ESL
2.69	Investigate student mobility to determine who are our highly mobile students and implement appropriate supports
2.59	Provide diversity training for staff on ESL culture and language issues
2.59	Discuss implications of lower SES with staff. Have we adjusted to lower SES students increased needs?
2.57	Brainstorm how we can be more welcoming, nurturing, and involving with highly mobile students
2.55	Investigate/implement models for services to ESL students



**SAMPLE:**  
**PRIORITIZATION of AREAS NEEDING IMPROVEMENT**  
 (Sample of two dimensions only; school would list dimensions and items  
 for all five dimensions)

Rating	Perceived Item of Need
*****	<b><i>CURRICULUM AND INSTRUCTION</i></b>
4.49	Maintain and/or improve high level of achievement in all areas
4.31	Investigate/implement options for increasing staff grade level planning/prep/and/or schoolwide
4.06	Discuss math philosophy and investigate/implement math instructional strategies
4.04	Determine students who have chronic attendance problems and develop appropriate interventions
3.98	Enhance summer school program with increased participation by low skilled students. Possible connections between summer school/poor attendance/possible retention
3.91	Purchase technology needed to support Accelerated Math
3.90	Address additional strategies for increasing math performance
3.84	Investigate issues of bullying/harassment/impulsiveness to determine where, when, and why they are occurring
3.76	Provide additional training for paraprofessionals working with special education students
3.76	Continue to implement Second Steps
3.73	Determine students who have chronic tardy problems and develop interventions
3.69	Provide special behavioral emphasis on high needs first grade
3.69	Continue to define retention procedure
3.65	Review consistency of evaluation procedures
3.57	Evaluate school schedule to determine if we are maximizing instructional time
3.57	Improve student attitudes toward math
3.51	Begin brainstorming how we can best utilize new space added to our building
3.51	Survey paraprofessionals on staff development needs

**Now use the following table to list the highest priority areas needing improvement in each dimension.** Some needs may be able to be collapsed into a general theme or issue. Reference specific data to support the identification of priority needs. It is very rare that there is not a need in each of these areas. You will enter this Prioritization of Needs into the Continuous Improvement Planning Tool when entering the Schoolwide Action Plan.

<b>Prioritization of Needs</b> <b>To Impact Schoolwide Academic Performance</b>		
<b>Dimension</b>	<b>Areas of Improvement/Priority Needs</b>	<b>Data/Evidence to Support Identification of Priority Needs</b>
Student Achievement		
Professional Development		
School Context and organization		
Curriculum and Instruction		
Family & Community Involvement		

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# **Inquiry Process**

**Clarify Needs and Find Scientifically  
Based Strategies**



**STEP THREE**  
**(of a Six-Step Process)**

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## **Inquiry Process**

During Step Three—the Inquiry Process—the Schoolwide Action Plan Team guides the school in exploring and verifying the underlying causes which led to the Priority Needs. The team and staff then investigate the wide range of possible solutions, which could address these needs. Through a group process the staff selects strategies that best fit the local school context. This step may lead the staff to discover significant, and even unanticipated, changes in the school program. By helping the school discover what “could be,” the Inquiry Process helps the school create a comprehensive and creative Schoolwide Action Plan to support significant change in the school.

As the school conducts the Inquiry Process, it will:

- explore and verify underlying causes and reasons for the priority needs identified in the comprehensive needs assessment;
- investigate possible solutions and strategies by studying the current scientific research and exploring promising programs; and
- select solutions that best fit the local school context.

A thorough job in conducting the Inquiry Process provides the school with the information and support needed to develop the best possible Schoolwide Action Plan.

To encourage participation of the whole school, the planning team may find it useful to create subcommittees based on the interests and expertise of staff members, parents or other stakeholders to investigate the different areas needing improvement. The subcommittees would then share their findings with the entire staff during regularly scheduled meetings and, whenever feasible, with the entire school community.

### **Explore and Verify Reasons for Priority Needs**

The school should take time to explore and verify the underlying causes for each priority area needing improvement identified during the comprehensive needs assessment. A clear, accurate understanding of the causes which resulted in these areas needing improvement will help in selecting appropriate solutions. The school should start by generating possible reasons for each of the priority needs, being sure to refer to the Prioritized Needs and the barriers and obstacles already identified in the needs assessment. A chart similar to the one on the

following page will help the school organize its thinking. It is equally important to determine whether the possible reasons for the priority areas needing improvement are accurate and supported by data or evidence. Schools will not want to select and implement solutions based upon erroneous explanations.

## **Investigate Possible Solutions and Evidence of Effectiveness**

Once the school has determined the accuracy of the possible reasons for each need, they can begin identifying and investigating potential solutions. The planning team and staff should seek ideas for solutions and information about these solutions from sources and available expertise within the school district and from sources and research found outside the school. Adopting programs and practices simply because they have worked well at other sites does not ensure success, particularly when underlying conditions are different.

Time spent on the Inquiry Process and the study of possible solutions is a key to the success of the Schoolwide Action Plan. The NCLB Act requires that attention be given to strategies, approaches and methods that have a scientific research base and evidence of effectiveness.

School staff should study research that supports strategies being considered and seek evidence that those strategies have the potential to be effective in the local setting. The following list of activities may help the school conduct its investigation:

- Obtain information from the district and state education offices (the SDE website provides many links to resources). <http://www.sde.idaho.gov>.
- Ask outside experts to share information (e.g., SDE Curriculum Specialists, NW Regional Education Laboratory, SDE Education Specialists, where appropriate, Title I Distinguished School and other model school representatives, school improvement staff, successful reform model providers and university professors); Northwest Regional Education Laboratory <http://www.nwrel.org>; Idaho Department of Education Division of Student Achievement and School Accountability Content Areas and Instructional Services Team <http://www.sde.idaho.gov/> and under directory each subject-area is listed such as English Language Arts, Adoption Guide, Content Standards, Curricular Material, Health, Humanities, Mathematics, Physical Education, Science and Social Studies.

- Review educational literature, educational research studies, summaries of instructional best practices and the scientific research base that supports educational approaches and strategies.

The Center for Comprehensive School Reform and Improvement

[http://www.csrq.org/documents/SeeingImprovement81606\\_FIN\\_AL.pdf](http://www.csrq.org/documents/SeeingImprovement81606_FIN_AL.pdf)

ERIC Reading, English and Communication

<http://reading.indiana.edu/>

- Brainstorm among staff, parents, and other interested community members at staff meetings, parent meetings, or focus groups to explore possible solutions that will then be reviewed for their effectiveness
- Explore and visit successful programs and alternative approaches in other schools.

The blank form on page 60 will help the staff organize their ideas for further study and investigation. Complete as many as needed and attach to the written plan.

### **SAMPLE OF REASON AND SOLUTION WORKSHEET FOR READING**

<b>NEED: Improve Achievement in Reading</b>	
<b>Possible Reasons</b>	<b>Possible Solutions</b>
Reading curriculum is not coordinated across the grade levels	<ul style="list-style-type: none"> <li>• Adopt a consistent approach</li> <li>• Develop curriculum guidelines</li> <li>• Provide professional development for all teachers and paraprofessionals to develop consistent philosophy and approach</li> <li>• Select and purchase new materials</li> <li>• Cross-age tutoring</li> </ul>
Assessment methods conflict with instructional practices	<ul style="list-style-type: none"> <li>• Select or develop new local assessment tools</li> <li>• Develop and implement a student portfolio system</li> <li>• Provide staff training in authentic/alternative assessment techniques</li> <li>• Align instructional practices with Idaho Content Standards</li> </ul>
Curriculum materials are outdated and do not match current research in teaching reading	<ul style="list-style-type: none"> <li>• Adopt a new reading series</li> <li>• Provide professional development activities on effective reading strategies</li> <li>• Obtain new materials for readers'/writers' workshop</li> <li>• Buy new books for library</li> <li>• Research externally-developed models like: Accelerated Schools; Success for All; etc.</li> </ul>



## SAMPLE OF REASON AND SOLUTION WORKSHEET FOR MATHEMATICS

<b>NEED: Improve Achievement in Mathematics</b>	
<b>Possible Reasons</b>	<b>Possible Solutions</b>
Inconsistent / non articulated curriculum	<ul style="list-style-type: none"> <li>• Study best practices in math education</li> <li>• Create a structure to what will be taught</li> <li>• Provide professional development in best practices in Math</li> <li>• Allow curriculum planning time to coordinate instruction</li> </ul>
English Language Learners receiving limited instruction and support to learn math concepts	<ul style="list-style-type: none"> <li>• Agree upon philosophy regarding ELL</li> <li>• Plan coordinated program for ELL students</li> <li>• Utilize math block</li> <li>• Establish skill groups by need</li> <li>• Require all teachers to use Sheltered Instruction strategies</li> <li>• Provide training for certified and classified staff in ESL strategies</li> <li>• Provide Sheltered Instruction Observation Protocol (SIOP) training for teachers</li> <li>• Develop a program for students to learn content of subject, not waiting until English language skills are fully developed</li> </ul>
No consistently administered Assessments	<ul style="list-style-type: none"> <li>• Provide Title I staff support to conduct assessments at the beginning of the year and when new students move in math and reading</li> <li>• Develop a school wide assessment plan</li> <li>• Use Idaho K-2 Math Indicator (K-2 MI)</li> <li>• Change schedule to provide time to do assessments</li> </ul>
Fragmented schedule	<ul style="list-style-type: none"> <li>• Plan uninterrupted time for math instruction</li> <li>• Implement flooding using ELL, Title, Sp. Ed.</li> <li>• Use Pop Up group</li> <li>• Incorporate after school / before school math time</li> </ul>
Parents do not know how to help children in learning math concepts	<ul style="list-style-type: none"> <li>• Give parent ideas to help with math: resources, video, software</li> <li>• Recommend activities to do at home that teach math rather than focus on helping with homework</li> </ul>

## Select Solutions to Fit the School Context

In this step, the entire planning team and entire staff look critically at the list of potential solutions and strategies that have evidence of effectiveness with the local school context in mind. During this process the SWP Leadership Team and school staff should:

- Investigate both the advantages and the disadvantages of each proposed solution in the context of the school site:
  - Will strategies be effective with our students?
  - Do strategies match the staff's teaching philosophy?
  - Will strategies build upon effective approaches we already use?
  - How much training is required to implement this strategy?
  - Do we have sufficient staff to implement this strategy?
- Ensure that the proposed solutions and strategies link directly to the underlying reasons for the needs;
- Explore the availability of resources to implement each solution; and
- Consider how well the proposed solutions dovetail with suggestions and requirements for schoolwide reform. The proposed solutions should:
  - be based on current scientific research on effective means of improving the achievement of children;
  - support highly qualified staff;
  - increase the amount and quality of instructional time;
  - provide for an enriched and accelerated curriculum; and
  - be consistent with other state, district and local school improvement plans.

Reason and Solution Worksheet	
NEED:	
Possible Reasons	Possible Solutions

Include one form for Reading and one form for Math and submit #4 Reason and Solution Worksheets with the [Supporting Data](#) section of the Schoolwide Action Plan.

# **Set Goals and Evaluate**



**STEP FOUR**  
(of a Six-Step Process)

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Step Four:

## **Set Goals and Evaluate**

### **Set Measurable Academic Goals Based on State Standards**

The planning team and staff will determine measurable academic goals based on the school's Idaho state assessment data. A goal must be set for reading and for mathematics. Choosing academic goals for other content areas is up to the team and staff based on school needs. Action Plans will be created for each academic goal and will outline the comprehensive list of activities that will contribute to the accomplishment of these goals.

Climate/behavior, parent involvement, professional development and organizational strategies will fall under the math and reading action plans. All activities are chosen to improve instruction and to create the best learning environment for children so they can reach challenging standards.

When developing the measurable academic goals, consider:

- What is the baseline data? How did the students perform on last year's IRI, ISATs? What percentage of students met or exceeded the standards last year? This information will be recorded on the Schoolwide Action Plan.
- If all children are to reach the standards by the year 2014, how much growth in percentage points will need to occur per year?
- If the school has two ISAT grade levels, create a target at each grade level to better track student progress.

An academic goal statement needs to be specific and measurable. A strong goal statement should answer the following questions:

- What will change? What behavior/knowledge is expected to change or improve as a result of the program?
- Who will change? What population will receive the program? What grade span will benefit from the program?
- How much will change? Quantify the results expected. Use numbers to describe desired changes.
- When will it change? State the time frame under which measurement will be made.
- How will changes be measured? Define the method of measurement.

The goal format is provided so that all the needed components will be addressed. See the example below.

### **Example of an Academic Achievement Goal:**

***In the spring of 2005, the percentage of fifth grade students meeting or exceeding the state math performance standards will increase from 68% to 75%, as measured by ISAT multiple-choice assessment.***

## **Develop a Plan for Assessing Student Progress and Outcomes**

### **State Assessments**

Under No Child Left Behind, challenging content and performance standards must be established by each state, and there must be an aligned assessment system to measure student progress towards meeting student performance standards. Idaho statewide assessments (for example, Idaho Standards Achievement Test, Idaho Reading Initiative, Direct Writing Assessment, Direct Math Assessment) are central to the schools' evaluation plan.

### **District Assessments**

In addition to the state assessments, a district may adopt or develop other high-quality student assessments that schools can use to evaluate:

- Student progress
- Teaching and learning in the classroom
- Necessary revisions to programs

Under NCLB, districts are required to use multiple measures to assess student progress. Schoolwide programs can also use district assessments to measure student progress toward meeting state standards.

### **School Level Assessments**

In addition to the state and district assessments, the team should make a list of assessment information that is currently collected in the school. Information that is currently available can contribute to the evaluation of the new schoolwide program and, in many cases, will help to meet the new accountability requirements. Each grade level should have uniform annual and interim assessments that can be used to guide instruction and evaluate program effectiveness.

The following Summary of Assessment Data form should be used to record information about assessment practices/tools to be implemented in the school. It may help to review the attached Criteria for Good Assessment before working with this form. This could also be the time to decide if some assessments are redundant or are not meeting the staff's needs for measuring student progress. Assessments should be selected so that they provide information on student academic progress toward the benchmarks and/or for instructional planning so instruction is at the correct level for particular students.

## Assessments Used to Measure Growth towards Benchmarks

Although many assessment instruments and processes are used by teachers to monitor student progress and guide instruction, it is important that there is a uniform assessment used by all teachers in a grade level that can be used to monitor and measure the progress and growth made by the grade level. The combination of individual teacher assessments and uniform grade level assessments creates a solid assessment framework for the school.

Record local and school level assessments given to students in each grade that are used to measure growth to meeting benchmarks. Include assessment for specific groups of students if appropriate.

Summary of Assessment Data			
Grade Level	Content Area	Assessment	Frequency of assessment (quarterly, monthly, weekly)

Submit #5 Summary of Assessment Data with the Supporting Data Section of the Written Plan.



## CRITERIA FOR GOOD ASSESSMENT

<b>Alignment with standards</b>	Assessments must measure progress toward achieving the state's challenging content and performance standards. These are the same content and performance standards that are developed for all students—Title I standards are not separate.
<b>Links to program goals</b>	Assessments should measure progress toward meeting program goals and provide information that helps to guide ongoing improvement of the program.
<b>Multiple measures</b>	The use of multiple measures of achievement allows students to demonstrate their knowledge and skills in several ways and at different points in time. Multiple measures are more likely to provide an accurate picture of program effectiveness and student achievement than use of a single assessment.
<b>Authentic measures</b>	The use of authentic assessment, such as writing samples and math problem solving demonstrations, promotes thoughtful instruction of complex skills and challenging subject matter. Authentic measures also encourage students to integrate traditional content areas and apply advanced skills.
<b>Cost and efficiency</b>	When developing an assessment system, particularly one that uses multiple measures, it is essential to consider the availability of resources to implement the evaluation (i.e., administering the assessment to students; rating student performance; and tabulating, summarizing and reporting results). The schoolwide evaluation should dovetail with, not duplicate, the assessment data which are already collected by the state, district and/or school on a regular basis.
<b>Validity and reliability</b>	Each measure must provide valid and reliable information. A valid assessment measures the target area rather than a peripheral area. An assessment may be valid for one purpose, but invalid for another. For example, a science project may not be a valid assessment of a student's language arts skills in spite of the fact that it may require some written expression. A reliable assessment is one for which two or more independent raters are highly likely to give an equivalent score for the same product. When an assessment is reliable, similar products or performances will receive equivalent scores each time they are rated.
<b>Assessments for ALL students</b>	It is important to be able to measure academic progress of ALL students in the school. Additional or different assessments may be needed for special education, GT, ELL and other special student populations.
<b>Interim and annual assessments</b>	Ideally, every grade level will have a uniform way to measure student progress toward academic goals. Annual measures document the progress being made by each grade level and can assist staff in supporting individual students. Interim and on-going assessments and measures guide instruction and monitor student progress in a timely manner.

# **Design and Create Schoolwide Action Plan**



**STEP FIVE**  
(of a Six-Step Process)

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Step Five:

## **Design and Create Schoolwide Action Plan**

In Step Three the planning team and staff outline the implementation of the solutions/strategies selected during the inquiry process. The information gathered about needs and solutions is synthesized and a plan is designed for upgrading the whole school program to better help all children meet the state's challenging standards.

This plan generally involves significant changes in school practices in curriculum and instruction, parent involvement, professional development, as well as better integration and coordination of all school programs. The plan must be consistent with local and state improvement initiatives and be aligned with the state's standards and the assessments linked to those standards.

### **Designing the Schoolwide Action Plan involves:**

- Writing academic and program goals as needed;
- Determining changes in the instructional program, coordination of services within the school, professional development and parent involvement programs;
- Developing a plan for coordination of schoolwide efforts with the district and other agencies;
- Creating transition plans;
- Identifying and selecting assessment tools and ways to measure progress toward goals and implementation of the Schoolwide Action Plan;
- Developing an action/implementation plan and timeline; and
- Developing a budget that coordinates funds and resources to accomplish the goals and activities of the plan.

## **Turn the Solutions into Workable Strategies for the School**

The specific solutions or program components selected should match the school's priority areas needing improvement. When selecting these solutions, it is vital to use current scientifically based research and evidence of effectiveness. Review the school wide requirements under the reauthorization of the No Child Left Behind Act. Although the NCLB does not prescribe specific programs or activities, the law (1114 (b) (B) requires schoolwide programs to use effective methods and instructional strategies that:

- Strengthen the core academic program in school;
- Increase the amount and quality of learning time, including before and after school programs, summer programs and an extended school year;
- Provide an enriched and accelerated curriculum;
- Include strategies for meeting the needs of historically underserved populations;
- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State standards;
- Provide instruction by highly qualified teachers;
- Provide high quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents and other staff;
- Include teachers in professional development activities regarding the use of academic assessments to improve instructional programs and individual students' achievement;
- Include strategies to attract high-quality, highly qualified teachers to high needs schools;
- Implement strategies to increase parental involvement;
- Develop plans to help preschool children with the transition from early childhood programs to elementary school;
- Involve teachers in the decisions regarding the use of academic assessments; and;
- Provide timely assistance to students who experience difficulties in mastering the state's standards.

## Schoolwide Action Plan Strategies

At this point the team begins to develop the Schoolwide Action Plan. The Schoolwide Action Plan is truly the “To Do List” for school improvement and implementation for the next one to three years.

An important part of designing a Schoolwide Action Plan involves writing clear descriptions of program components, strategies and actions. This includes strategies for changes in

- The instructional program for both math and reading,
- Monitoring and evaluating student progress,
- Professional development,
- Parents involvement,
- A description of how other programs will be coordinated with the schoolwide action plan, and
- Monitoring and evaluating the strategies and activities chosen.

### Instructional Strategies for Math and Reading

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. The team should remember that Schoolwide Action Plans encourage systemic change. The instructional program strategies will be based on the results of the Comprehensive Needs Assessment and the Inquiry Process, incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities or university classes. This may also mean adapting a program or a feature of a program to fit the local situation.

The team and staff need to come to an agreement on how the school will organize and deliver instruction to improve the learning for all students.

- Describe how the mathematics and reading programs will look for the whole school.
- Describe how the daily schedule will be designed.
- Describe how services will be provided for special education students.
- Describe how services will be provided for English Language learners.
- Describe how services will be provided for struggling learners.

### Monitoring and Evaluating Students Progress

Developing a plan to assess student outcomes is an essential and challenging part of the Schoolwide Action Planning process. In this step, the planning team must identify which measures will be used to assess the student outcomes goals

established in the Schoolwide Action Plan. The Schoolwide Action Planning team and staff should develop a plan to assess student outcomes by considering:

- Valid assessment to measure the academic progress of students in every grade
- A balance of both interim and annual assessments
- Requirements under the NCLB (*assessments that are aligned with state standards; multiple up-to-date measures, including measures that assess higher order thinking skills and understanding; assessments that provide for participation of all students, **including limited English proficient students** and student with diverse learning needs*)
- Other assessments already used by the school, if they provide meaningful data

### **Highly Qualified Staff and Professional Development**

Professional development activities should support each of the school program goals. Teachers, paraprofessionals, specialists and administrators should be involved in the training activities. A Schoolwide Action Plan requires that the instructional staff are highly qualified. This includes both the certified staff and instructional paraprofessionals. Professional development should be intensive and on-going rather than one-time activities. The professional development plan is for the entire school. This may include professional development on learning a new reading curriculum, team meetings aligning the curriculum or an all-staff training on implementing a new schoolwide behavior program. Regardless of the funding source, all professional activities should be included because a Schoolwide Action Plan is a whole school effort.

### **Parent and Family Involvement**

One of the advantages of the Schoolwide Action Plan is the opportunity to use Title I resources to support activities for all parents. These activities must relate to the student academic goals as much as possible and should include activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing and evaluating these activities.

Joyce L. Epstein, Director of the Center on School, Family and Community Partnerships from Johns Hopkins University, is an expert on true parent involvement that makes a difference in student achievement. For additional information regarding her research, access the website <http://www.csos.jhu.edu/p2000/center.htm>.

The Schoolwide Action Plan must include:

- Reinforcement of strong parent involvement, for example, by including the provision of family literacy services,

- Conducting conferences with the parents of students who have not met academic standards.

### **Coordination with Programs**

A plan must be in place for providing smooth transitions for students moving into a school (for example, preschoolers transitioning into kindergarten, fifth grade students transitioning into middle school or eighth graders transitioning into high school). Even Start and Head Start students must have a clearly described transition plan process, as these are students already identified as at-risk.

### **Evaluation and Ongoing Program Development**

The team will decide how the school will know if a strategy is effective. Columns are provided on the action plan to record these decisions. Professional development and parent involvement strategies should also be monitored and evaluated for effectiveness and to determine whether they are impacting the goals of the Schoolwide Action Plan.

It has been said, "schoolwide programs are never fully implemented, but are constantly evolving" (Schenck & Beckstrom, 1993).

### **Monitoring Implementation of Program Components (Evidence Column on Action Plan)**

The No Child Left Behind Act (NCLB) requires each schoolwide program to review and revise its comprehensive plan as necessary to ensure that this plan is meeting the needs of the school community.

Each major strategy in the plan should be monitored as it is implemented. In consultation with the entire staff, the planning team should meet periodically to review each major activity as it occurs, to determine whether or not the activities accomplished what the team intended and to revise components of the Schoolwide Action Plan as needed. For example, if the Schoolwide Action Plan calls for teachers to participate in a week-long summer institute on math problem solving, the Schoolwide Action Planning team might survey teachers who participated in this in-service to obtain feedback on how well the training met their needs. If the summer institute was not held or only a few teachers participated, the planning team would record this information as well. Instituting a formal review and reporting cycle for each major activity helps ensure ongoing school improvement, builds credibility for the evaluation process and encourages the timely completion of scheduled activities.

### **Evaluation of Implementation**

Evaluation recognizes the dynamic quality of successful school reform by helping the planning team and staff design a system to support the ongoing evaluation of the Schoolwide Action Plan. The evaluation component of the action plan provides the way in which the team will know if a strategy, action or professional



activity is actually working. Northwest Regional Educational Laboratory provides strong support in developing an understanding of the evaluation component for a Schoolwide Action Plan. <http://www.nwrel.org/>

## Schoolwide Action Plan General Requirements

The Title I Schoolwide Action Plan is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students.

### Directions for Completing the Schoolwide Action Plan

In general, the Schoolwide Action Plan:

- Explains the process used to determine what systemic changes are needed in the school,
- Outlines the Action Plan for addressing students' needs,
- Structures staff development activities to support the change,
- Shows how the school connects with parents and the community, and
- Formulates an evaluation plan to monitor the progress of the changes.

The legal requirements for the Schoolwide Action Plan are imbedded in the questions in the Template for the Schoolwide Action Plan and Scoring Guide. The [Scoring Guide](#) can be found in Step 6: Review and Approve the Schoolwide Action Plan. Use the Scoring Guide when completing the Schoolwide Action Plan to ensure all legal requirements are met and explained clearly.

### Components of the Action Plan are:

**A. MEASURABLE GOAL STATEMENTS** to include profile data which relates to the goal, a description of how student progress toward goals will be measured, and a description of procedures for reporting to parents student progress toward this goal.

The goals of a Schoolwide Action Plan represent the outcomes the school hopes to achieve through the newly designed program and should be directly linked to the priority needs determined by the comprehensive needs assessment (Step Two). Schoolwide goals should also reflect what the team learned through the inquiry process (Step Three).

In general, Schoolwide Action Plan goals are student outcomes expressed in content and performance standards, aligned with goals described in the state

plan and the district plan identifying levels of performance—Meets, Exceeds, Does Not Meet. An example of a student outcome goal might be:

By the end of the 2004 - 2005 school year, 85 percent or more of the third grade students will meet or exceed the state standards in reading, and 70 percent of the fifth grade students will meet or exceed the state standards in reading.

Academic and program goals should be clear, realistic and measurable, focusing on student academic achievement and related to the specific priority needs areas.

Goals should address the whole school population, but particularly the needs of children who are members of the target population of the Schoolwide Action Plan. This includes educationally disadvantaged, migrant, limited English proficient, talented and gifted, bilingual, and special education students, as well as historically underserved populations, including girls and women.

**B. STRATEGIES, ACTIONS AND PROGRAM COMPONENTS** that will lead to the accomplishment of each goal statement. These specific changes will make the new Schoolwide Action Plan different and more effective than previous school programs. These strategies should have emerged directly from the results of the Inquiry Process. The Action Plan will also provide a description of who will provide leadership for each strategy, action or program component; a timeline for implementation of strategies; and the resources needed to accomplish each strategy or action.

All strategies described in previous sections of the schoolwide program application must be included in the Action Plan. This is a complete roadmap for implementing the total Schoolwide Action Plan.

**C. A MONITORING AND EVALUATION PLAN** for each strategy. This section of the Action Plan should describe how all strategies and actions designed to achieve the goals will be monitored and evaluated. Professional development and parent involvement strategies should also be monitored and evaluated for effectiveness and to determine whether they are impacting the goals of the Schoolwide Action Plan.

Directions for completing the Schoolwide Action Plan are contained within the Template.

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# **Template for the Schoolwide Action Plan**



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## Idaho Title I Schoolwide Action Plan

Date Plan will be Implemented \_\_\_\_\_

Plan Status: New \_\_\_\_\_ Revised \_\_\_\_\_

<b>School District Name and Number:</b> _____	
<b>Address:</b> _____ _____	
<b>Superintendent:</b> _____	
<b>Phone:</b> _____	<b>FAX:</b> _____
<b>E-Mail Address:</b> _____ _____	
<b>Building Name:</b> _____	
<b>Address:</b> _____ _____	
<b>Building Principal:</b> _____	
<b>Phone:</b> _____	<b>FAX:</b> _____
<b>E-Mail Address:</b> _____	
<b>Title I-A Coordinator:</b> _____	
<b>Phone:</b> _____	<b>FAX:</b> _____
<b>E-Mail Address:</b> _____	
<b>School Enrollment:</b> _____	
<b>Grade Levels:</b> _____	
<b>Free/Reduced Lunch %</b> _____	

## Idaho Title I Schoolwide Action Plan Assurances

### The Schoolwide Action Plan: General Requirements

The Title I Schoolwide Action Plan is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Once the school has completed the Schoolwide Action Plan, the following actions will occur:

1. A school planning team will review the Schoolwide Action Plan using the Scoring Guide to determine whether the plan addresses all applicable Title I rules and regulations.
2. A district review team will review the Schoolwide Action Plan using the scoring Guide to determine whether the plan addresses all applicable Title I rules and regulations.
3. The district review team will authorize the school to notify the State Department of Education that the Schoolwide Action Plan is completed. The school submits all the necessary assurance pages and supporting data to the Title I Coordinator at the SDE.
4. The Title I Coordinator at the SDE will review the Schoolwide Action Plan and notify the district that the school may implement the plan.

The names below certify this Schoolwide Action Plan has been reviewed, using the Schoolwide Scoring Guide, and that the plan meets the criteria in each component of the Schoolwide Action Plan. ***(List the names and titles and gather signatures of the district review team members that reviewed the Schoolwide Action Plan.)***

_____ Name & Title	_____ Signature
_____ Name & Title	_____ Signature
_____ Name & Title	_____ Signature
_____ <b>Date of District Review:</b>	

## Schoolwide Action Plan

### A. Planning Team

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

A Schoolwide Action Plan is developed with the involvement of parents, licensed and classified staff, administrators and others who will carry out the plan. The planning team assumes responsibility for providing leadership during the planning and implementation of the Schoolwide Action Plan. The planning team also assumes the responsibility to ensure that all staff and parents have opportunity to provide input as the plan is developed.

Since parent involvement is a major element in Title I, parents should be included on this planning team. If the application is for a secondary school, students may be on the planning team. School and district Title I personnel must also be included.

An existing building team could assume the planning responsibilities for the Schoolwide Action Plan as long as this team includes representatives from the groups listed above.

**Planning Team - List the names of people involved in developing this plan.  
(Each group should have at least one participant.)**

Parents:	
Licensed Staff: <i>(include position)</i>	
Classified Staff: <i>(include position)</i>	
Administrators: <i>(include position)</i>	
District Staff:	
Title I Staff:	
Others (Optional): <i>(students, community members, etc.)</i>	



**B. Schoolwide Action Planning Summary**

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

Briefly describe the process used to develop the Schoolwide Action Plan.

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		planning team	all staff	parents

### C. Communication

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

The planning team should closely coordinate with the rest of the school community during the planning process. Regular communication contributes to the development and implementation of a Schoolwide Action Plan that is supported by all stakeholders. In this section, describe the process used to communicate to all stakeholders and how feedback was obtained from the various stakeholders.

1. Briefly describe the processes that were used to inform the entire staff, parents, community and district of the Schoolwide Action Planning team actions.

--

2. Briefly describe opportunities for feedback from these groups.

--

3. What percent of the school staff supports the implementation of the completed Schoolwide Action Plan? \_\_\_\_\_%

Briefly describe how this level of support was determined.

--

#### **D. Technical Assistance**

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

Use the following table to document the technical assistance you received during the planning year. Include assistance received from SDE staff and Title I Distinguished Schools and Educators, school visitations, institutions of higher education, Northwest Regional Educational Laboratory and Comprehensive Center, guest presenters, conferences.

**Supply the dates of meetings, the type or topic of assistance and who provided the assistance.**

Date	Provider	Type of Assistance

## COMPREHENSIVE NEEDS ASSESSMENT

This section summarizes the results of the comprehensive needs assessment conducted by the school planning team and staff.

Location in Continuous Improvement Planning Tool

(Plan Builder→Needs Assessment)

Describe the process used to collect and analyze data across the five Schoolwide Action Planning dimensions: student achievement, school context and organization, professional development, curriculum and instruction, and family and community involvement.

### **Strengths and Areas in Need of Improvement**

Use this section to summarize the key findings of the Comprehensive Needs Assessment process. This section must be based on data gathered across the five dimensions in the Comprehensive Needs Assessment

Summarize the findings of the Comprehensive Needs Assessment by describing the strengths and weaknesses of the current program

### **Strengths of the Current Program**

**Weaknesses of the Current Program****Prioritization of Needs**

Briefly describe the process used to identify the highest priority areas needing improvement.

Use the following table to list the highest priority areas needing improvement in each dimension. Reference specific data to support the identification of priority needs. If there are no needs in one dimension, indicate by entering "None at this time."

<b>Prioritization of Needs</b> <b>To Impact Schoolwide Academic Performance</b>		
<b>Dimension</b>	<b>Areas of Improvement / Priority Needs</b>	<b>Data/Evidence to Support Identification of Priority Needs</b>
Student Achievement		
Professional Development		
School Context and Organization		
Curriculum and Instruction		
Family & Community Involvement		

## Inquiry Process

After determining the strengths and weaknesses of the current school programs, Schoolwide Action Planning requires that an inquiry process be conducted to determine what may be critical influencing factors and viable, research-based solutions to areas of weakness. In this section, summarize the school's inquiry process and findings.

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Guidelines→Schoolwide→Inquiry Process)

1. Briefly describe the process the staff and planning team used to identify possible reasons for the identified needs and possible solutions and strategies to address these reasons. Include how the team received input from the whole staff and the parents during this process.

2. Describe how the team and staff investigated and selected the best scientifically research-based solutions. Include a description of how the staff:

- Explored and verified reasons for priority needs
- Studied and investigated best practices and research
- Visited and contacted successful schools and programs



3. Summarize how the solutions match the priority needs.

A large, empty rectangular box with a black border, intended for summarizing how solutions match priority needs.

## Instructional Strategies

### A. Instructional Program

Location in Continuous Improvement Planning Tool

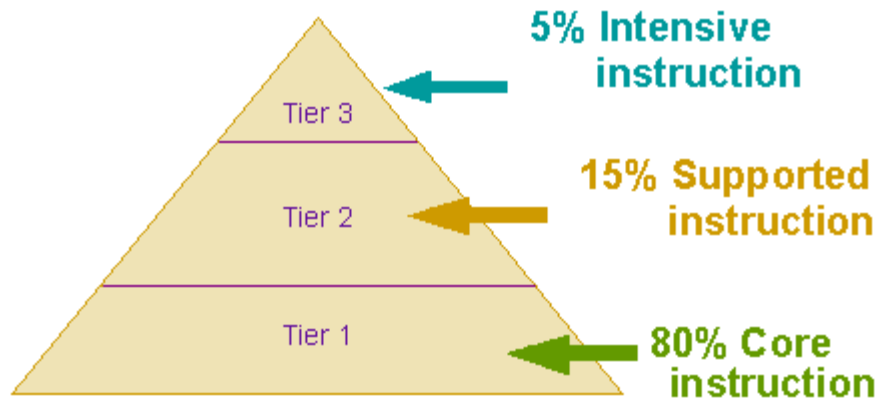
(Plan Builder→Planning Components→Instructional Strategies)

These strategies should be changes in the current instructional program that will help educationally disadvantaged students and the school population as a whole. Remember that Schoolwide Action Plans encourage systemic change. The instructional program strategies should be based on the results of the Inquiry Process and on incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities and technical assistance providers. This may also mean adapting a program or a feature of a program to fit the local situation.

A Schoolwide Action Plan must: (NCLB 1114(b)(1)(B))

- Provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement
- Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program and increase the amount and quality of learning time that provides an enriched and accelerated curriculum
- Include strategies that meet the needs of historically underserved populations
- Include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State standards who are members of the target population
- Provide instruction by highly qualified professional staff
- Provide timely, effective assistance to students who experience difficulty in meeting the State standards, including taking specific steps to involve parents in helping their children meet the standards

**Instructional Summary:** Please provide information below describing the process for the implementation of the instructional system. There are separate text boxes for each tiered area you are to address. There is a section for MATH, READING, and a section for OTHER SUBJECTS.



**Tier 3:** 5% of students need intensive instruction -- this could be for students that are performing two or more grade-levels below or above. What does the strategic instruction look like for these students?

**Tier 2:** 15% of students need instruction that is supported by additional interventions. What do the additional interventions look like?

**Tier 1:** The curriculum utilized within the school/classroom should reach most of the students to proficiency. What does the curriculum look like for all students?

## Math

Tier 1 Primary Instruction  
80% Core Instruction

Time:	
Materials:	
Instructional Strategies:	
Person Responsible:	
Research Base:	

Tier 2 Secondary Instruction  
15% Supported Instruction

Time:	
Materials:	
Instructional Strategies:	
Person Responsible:	
Research Base:	

Tier 3 Tertiary Instruction  
5% Intensive Instruction

Time:	
Materials:	
Instructional Strategies:	
Person Responsible:	
Research Base:	

## Reading

Tier 1 Primary Instruction  
80% Core Instruction

Time:	
Materials:	
Instructional Strategies:	
Person Responsible:	
Research Base:	

Tier 2 Secondary Instruction  
15% Supported Instruction

Time:	
Materials:	
Instructional Strategies:	
Person Responsible:	
Research Base:	

Tier 3 Tertiary Instruction  
5% Intensive Instruction

Time:	
Materials:	
Instructional Strategies:	
Person Responsible:	
Research Base:	

For Final Draft, go to the following location on the SDE's website.

<http://www.sde.idaho.gov/DataCollection/CIPTool/>

Login to the school's Continuous Improvement Plan.

Once logged in follow the directions:

Location in Continuous Improvement Planning Tool

(Plan Builder→Planning Components→Instructional Strategies)

and complete the Instructional Strategies. Be sure to include the following six components.

1. Describe the key components of the math and reading instructional program of the school. Describe how the mathematics and reading instructional programs will be organized and delivered in the whole school.
2. Describe the research base or evidence of effectiveness that supports the strategies selected.
3. Describe the components of the instructional program that will meet the needs of special populations. These can be services during the school day or extended learning time opportunities.
4. Describe how services will be provided for special education students.
5. Describe how services will be provided for English Language learners.
6. Describe how timely assistance and services will be provided for struggling learners.

## Directions for Developing the Schoolwide Action Plan

### B. Schoolwide Action Plan

The Schoolwide Action Plan must be based on the results of the needs assessment and the inquiry process. The Action Plan can serve as an effective tool for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals. It should also assist in the implementation of the Schoolwide Action Plan by clarifying who will provide leadership for each component of the plan and how progress will be monitored and evaluated.

The Schoolwide Action Plan will become the school's comprehensive school improvement plan that is required by the district each year. Each year the plan will be updated and submitted to the district.

For Final Draft, go to the following location on the SDE website.

<http://www.sde.idaho.gov/DataCollection/CIPTool/>

Login to the school's Continuous Improvement Plan.

Once logged, in follow the directions:

Location in Continuous Improvement Planning Tool

(Plan Builder→Action Plan→Action Plan)

and complete the Action Plan.

## MATHEMATICS IMPLEMENTATION/ACTION PLAN

### Action Plan

#### Goal #4 Increase academic performance on statewide assessments

Objective #1 In the spring of 20\_\_, the percentage of \_\_\_\_ grade students meeting or exceeding the state Mathematics performance standards will increase from \_\_\_\_% to \_\_\_\_% as measured by ISAT multiple-choice assessment

#	Action Strategy	Staff Responsible	Best Practices Supported by Research	Resources Needed	Target Date	Cost	Funding Source	Means of Evaluation	Status
1									
2									
3									
4									

For Final Draft, go to the following location on the SDE's website.

<http://www.sde.idaho.gov/DataCollection/CIPTool/>

Login to the school's Continuous Improvement Plan.

Once logged, in follow the directions:

Location in Continuous Improvement Planning Tool

(Plan Builder→Action Plan→Action Plan)

and complete the Action Plan.



## READING IMPLEMENTATION/ACTION PLAN

### Action Plan

#### Goal #4 Increase academic performance on statewide assessments

Objective #1 In the spring of 20\_\_, the percentage of \_\_\_\_ grade students meeting or exceeding the state Reading performance standards will increase from \_\_\_\_% to \_\_\_\_% as measured by ISAT multiple-choice assessment

#	Action Strategy	Staff Responsible	Best Practices Supported by Research	Resources Needed	Target Date	Cost	Funding Source	Means of Evaluation	Status
1									
2									
3									
4									

For Final Draft, go to the following location on the SDE's website.

<http://www.sde.idaho.gov/DataCollection/CIPTool/>

Login to the school's Continuous Improvement Plan.

Once logged in, follow the directions:

Location in Continuous Improvement Planning Tool

(Plan Builder→Action Plan→Action Plan)

and complete the Action Plan.

### **C. Monitoring and Evaluation of Student Progress**

Location in Continuous Improvement Planning Tool

(Plan Builder→Planning Components→Monitoring and Evaluation of Student Progress)

Briefly describe the uniform local assessments the school will use to monitor student academic progress during the school year for each grade level.

--

Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

How is data used to qualify students for Tiers 2 and 3? Include:

- Protocol
- Hierarchy of interventions
- Description of how parents will be involved
- Timeline of events

--

Submit [#5 Summary of Assessment Data](#) with the [Supporting Data](#) section of the Schoolwide Action Plan.

## D. Highly Qualified Staff and Professional Development

Location in Continuous Improvement Planning Tool

(Plan Builder→Planning Components→Highly Qualified Staff & Professional Development)

A Schoolwide Action Plan is required to:

- Provide instruction by highly qualified professional staff;
- Support intensive and sustained professional development; and
- Include teachers in decisions regarding the use of assessments in order to provide information on student performance, and how to improve students' performance and the overall instructional program.

NCLB requires that teachers in core subject areas and assistants who instruct in core subject areas must meet the highly qualified staff requirements or be working towards meeting the requirements.

<http://www.sde.idaho.gov/DataCollection/CIPTool/>

Include the professional development plan for the entire school. Regardless of the funding source, all professional development activities should be included because a Schoolwide Action Plan is a whole-school effort.

Professional development activities should support the Schoolwide Action Plan goals and activities. Teachers, paraprofessionals, specialists and administrators should be involved in the training activities. Include a tentative training schedule, if possible.

List the professional development activities the school will engage in to implement the Schoolwide Action Plan.

--

Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.

Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

Submit #6 Professional Development Calendar with the Supporting Data section of the Schoolwide Action Plan.

## E. Parent and Family Involvement

Location in Continuous Improvement Planning Tool

(Plan Builder→Planning Components→Parent and Family Involvement)

One of the advantages of the Schoolwide Action Plan is the opportunity to use Title I resources to support activities for all parents. These activities should relate to the student academic goals as much as possible and should include activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing and evaluating these activities.

The Schoolwide Action Plan must: (NCLB Sec.1118(d))

- Create effective involvement of parents and
- Conduct conferences with the parents of students who have not met academic standards.

In addition, the law describes additional activities that must take place:

- Develop with, and distribute to, parents a written parental involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of the Parent Involvement law.
  - Include timelines of annual events.
- Ensure that parents are notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.
  - Include how you will reach parents of limited English proficiency including low literacy.
  - Include timelines of annual events.
- Make the policy available to the local community.
- Update it periodically to meet the changing needs of parents and the school.
  - Include timelines of annual events.

Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning. These strategies should be found also in the Action Plan.

#### **F. Coordination of Programs**

Throughout the Continuous Improvement Plan, the programs, curriculum and interventions must coordinate with and support all education programs and include transition from early childhood programs and transition from feeder schools.

Location in Continuous Improvement Planning Tool  
(Plan Builder→Planning Components→Coordination of Programs)

Describe how the research-based intervention is coordinated with the regular academic program.

Describe how the continuous improvement planning incorporates existing school planning (i.e. grade level planning, cross-grade planning, professional development planning, standards implementation, Title I, ELL, Special Education, Gifted & Talented, etc.)

Describe transition activities from early childhood programs. Include:

- Early childhood programs within the district
- Any screening procedures provided for preschoolers or those entering kindergarten
- Early childhood assessment tools in use as part of this screening (i.e., Ages and Stages Questionnaire, Preschool Idaho Reading Indicator, PreK Success)

Describe other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, high school to post-secondary.

Describe coordination with other strategies underway within the school, including other grant funds, special initiatives, Even Start, Head Start, adult education, vocational and technical education, and other community programs and agencies.



Describe district support for the continuous improvement plan implementation. Include activities and/or strategies for coordinating the different activities (i.e., targeted-assistance, schoolwide, special education programs, other district improvements efforts, etc.)

## **G. Evaluation and Ongoing Program Development**

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Requirements→Schoolwide→Evaluation & Ongoing Program Development)

Describe how and when the on-going implementation of the Schoolwide Action Plan will be evaluated and adjusted as needed.

Describe the process to be used by the school and district to annually review and update the Schoolwide Action Plan plan to ensure that progress is being made toward the goals of the plan.

## Fiscal Requirements

### Fiscal Resources

Location in Continuous Improvement Planning Tool

(Plan Builder→State & Federal Requirements→Schoolwide→Schoolwide→Fiscal Requirements)

One of the advantages of the Schoolwide Action Plan is the opportunity to combine funds and programs. Reauthorization permits Schoolwide Action Plans to incorporate funds from state, local and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population for each of these programs. To create a well-designed Schoolwide Action Plan, it is imperative to know which funds are available to the school.

Schoolwide Action Plans are required to describe:

- How Title I funds and funds from other sources will be used to implement the Schoolwide Action Plan;
- How Title I funding will supplement state and local funding.

### Estimate and Identify Funding Sources

List all federal, state, and local sources of funds allocated to this Schoolwide Action Plan. The estimated general education (building) funds and federal funds allocated to this school should be recorded on the chart below.

Funding Source	Amount	Describe how funds will support Schoolwide Action Plan goals
General Education:		
Title I-A		
Title I-C		
Title II-A		
Title II-D		
Title III-A		
Title IV-A		
Title V-A		
Other		

## Uses of Funds

Provide a brief budget narrative explaining how funds listed in the table above will be used to support the Schoolwide Action Plan.

If Title I-C funds will be used, give a brief description that consultation with parents of migratory children or organizations representing those parents has occurred.

If Title VII funds will be used, give a brief description that the parent committee established by the Indian education program approved the inclusion of those funds.

**Submit #7. Evidence of Migrant Parent consultation/consent with the Supporting Data section of the Schoolwide Action Plan.**

**Submit #8. Evidence of American Indian Parent consultation/consent with the Supporting Data section of the Schoolwide Action Plan.**

Reminder:

Districts are required to demonstrate (NCLB 1120A Fiscal Requirements)

- **Maintenance of Effort** with state and local funds in Schoolwide Action Plans,
- **Supplement, not supplant compliance** and
- **Comparable services**

# **Supporting Data for the Schoolwide Action Plan**

## **Submit #1-9 to Local School District**

- 1. Data Collection Worksheets** p. 27-36
- 2. Data Analysis Worksheets** p. 38-44

## **Submit #3-9 to State Department of Education**

- 3. Summary of Areas Needing Improvement (rating sheet) p. 47-48**
- 4. Inquiry – Reason and Solution Worksheets p. 60**
- 5. Summary of Assessment Data p. 63**
- 6. Professional Development Calendar**
- 7. Evidence of Migrant Parent consultation/consent p. 103**
- 8. Evidence of American Indian Parent consultation/consent p. 103**
- 9. Assurance pages p. 73-74**

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# **Review and Approve the Schoolwide Action Plan**



**STEP SIX**  
(of a Six-Step Process)



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Step Six:

## **Review and Approve the Schoolwide Action Plan**

### **Directions**

1. A school planning team will review the Schoolwide Action Plan, using the Scoring Guide, to determine whether the plan addresses all applicable Title I rules and regulations.
2. A district review will review the Schoolwide Action Plan, using the Scoring Guide, to determine whether the plan addresses all applicable Title I rules and regulations.
3. The district review team will authorize the school to notify the State Department of Education that the Schoolwide Action Plan is completed. The school submits all the necessary assurance pages and supporting data to the title I Coordinator at the SDE.
4. The Title I Coordinator at the SDE will review the Schoolwide Action Plan and notify the district that the school may implement the plan.

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# Scoring Guide



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## Scoring Guide

The following Scoring Guide describes the criteria for the various components of the Schoolwide Action Plan. Legal requirements are located at the top of each section.

This document will be used:

- By the planning team to check the plan while it is being written
- By the district to review the school plan before it is submitted
- By the Coordinator of the State Department of Education to review the plan in its final form

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# TITLE I SCHOOLWIDE ACTION PLAN REVIEW AND SCORING GUIDE

District Name and Number: \_\_\_\_\_

School: \_\_\_\_\_

SDE Review Date: \_\_\_\_\_ New Review: \_\_\_\_\_ Update Review: \_\_\_\_\_

**Each required component of a Title I Schoolwide Action Plan is listed at the top of each section of this Scoring Guide, along with a brief citation from section 1114 of the No Child Left Behind (NCLB) Act of 2001. Reviewers will determine whether the plan meets the legal criteria for each component and will check the appropriate line. Also included in this review are comments made by the State Title I Coordinator. These comments should be viewed as recommendations and are intended to strengthen the quality of the plan. It is up to the school and district to decide whether these modifications will be made; however, all legal requirements must be met prior to implementation.**

## Contact Information

### 1. Contact Information Page

\_\_\_\_\_ Contact information is complete.  
**Comments:**

\_\_\_\_\_ Poverty rate meets federal requirements (a minimum of 40% of students on free/reduced lunch).  
**Comments:**

### 2. Assurances Page

\_\_\_\_\_ District review signature(s) on Assurances Page is complete.  
**Comments:**



## I. Schoolwide Action Planning Process

### A. Planning Team

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

The Schoolwide Action Plan was developed by a team, including teachers, classified staff, building administrators, parents, others who will carry out the plan, and where appropriate community members, business partners and students.  
[NCLB Act Sec. 1114 (B)(ii)]

Legal Requirement: \_\_\_ Met \_\_\_ Not Met

There is evidence that...

\_\_\_ At least one participant per category is included. (see Planning Team chart below)  
**Comments:**

\_\_\_ Positions of participants are listed.  
**Comments:**

**Planning Team (Each group should have at least one participant.)**

\_\_\_ **Parents**

\_\_\_ **Certificated Staff (teachers representing various grade levels)**

\_\_\_ **Classified Staff**

\_\_\_ **Administrators**

\_\_\_ **District Staff**

\_\_\_ **Building Title I Staff**

\_\_\_ **Other (optional: students, community members)**

## I. Schoolwide Action Planning Process, Continued

### B. Schoolwide Action Planning Summary

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

**The Schoolwide Action Plan was developed during a one-year period.  
[NCLB Act Sec. 1114 (B)(i)]**

**Legal Requirement: \_\_\_ Met \_\_\_ Not Met**

There is evidence that...

1. \_\_\_ The planning process was thorough and description of the process is provided.

**Comments:**

2.

a. \_\_\_ Meeting dates are included.

**Comments:**

b. \_\_\_ Agenda topics are included.

**Comments:**

c. \_\_\_ Participants from all stakeholder groups are included.

**Comments:**

## I. Schoolwide Action Planning Process, Continued

### C. Communication

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

The Schoolwide Action Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators.

[NCLB Act Sec. 1114 (B)(ii)]

Legal Requirement: \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. \_\_\_ Information was shared with entire staff, parents, community, and district.

**Comments:**

2. \_\_\_ Feedback was obtained from entire staff, parents, community, and district.

**Comments:**

3.

- a. \_\_\_ Percentage of staff support is included and indicates strong support for the completed Schoolwide Action Plan.

**Comments:**

- b. \_\_\_ A description is included of the process used for determining the level of staff support of this plan.

**Comments:**

## I. Schoolwide Action Planning Process, Continued

### D. Technical Assistance

(Plan Builder→State & Federal Guidelines→Schoolwide→Schoolwide Program Planning Summary)

The Schoolwide Action Plan was developed in consultation with the local educational agency and its school support team or other technical assistance provider.

[NCLB Act Sec. 1114 (b)(2)(A)]

Legal Requirement: \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. \_\_\_ Dates of technical assistance are included (column I).

**Comments:**

2. \_\_\_ Technical assistance was provided during the planning process (column II).

**Comments:**

3. \_\_\_ Type of assistance is described and appears to be of high quality (column III).

**Comments:**

## II. Comprehensive Needs Assessment

### Comprehensive Needs Assessment

(Plan Builder→Needs Assessment)

**A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). [NCLB Act Sec. 1114 (b)(1)(A)]**

**Legal Requirement:** \_\_\_\_ Met \_\_\_\_ Not Met

There is evidence that...

1. \_\_\_\_ Description of needs assessment process is included.

**Comments:**

2. \_\_\_\_ Summary of strengths and weaknesses is included.

**Comments:**

\_\_\_\_ #1 Data Collection Worksheets are on file with the LEA.

\_\_\_\_ #2 Data Analysis Worksheets are on file with the LEA.

\_\_\_\_ #3 Summary of Areas Needing Improvement

**Comments:**

3. \_\_\_\_ Prioritization of Areas Needing Improvement

- a. \_\_\_\_ Description of process used to identify the highest priority areas needing improvement.

**Comments:**

- b. \_\_\_\_ Priority Areas Needing Improvement are listed.

**Comments:**

### III. Inquiry Process

#### Inquiry and Research

(Plan Builder→State & Federal Guidelines→Schoolwide→Inquiry Process)

**The Schoolwide Action Plan uses effective methods and instructional strategies that are based on scientifically based research. [NCLB Act Sec. 1114 (b)(1)(B)(ii)]**

**Legal Requirement:** \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. \_\_\_ A process was used to identify reasons for needs and possible solutions/strategies, including how the team received input from the whole staff and parents.

**Comments:**

2. \_\_\_ The team and staff investigated and selected the best **scientifically research-based** solutions, including a description of how the staff:

- Explored and verified reasons for priority needs
- Studied and investigated best practices and research
- Visited and contacted successful schools and programs

**Comments:**

3. \_\_\_ Solutions match prioritized needs.

**Comments:**

4. \_\_\_ Reasons and Solutions Worksheets attached. One for Math and one for Reading.

**Comments:**

## IV. Research-Based Schoolwide Program Strategies

### A. Instructional Programs

(Plan Builder→Planning Components→Instructional Strategies)

The Schoolwide Action Plan uses effective methods and instructional strategies that are based on scientifically based research that:

- I. Strengthens the core academic program in the school;
- II. Increases the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
- III. Includes strategies for meeting the educational needs of historically underserved populations. (NCLB Act Sec 1114 (b)(B)(I)(II)(III))

Legal Requirement: \_\_\_Met \_\_\_Not Met

There is evidence that...

1. \_\_\_ Description of key components of the reading and math instructional programs is included, explanation of how the school will organize and deliver instruction is included, description of how the school will be more effective and the research or evidence of effectiveness that supports the chosen strategies is included.

(3 tiered model in CIP tool-Reading & Math)

**Comments:**

2.
  - a. \_\_\_ Description of the components of the instructional program that will meet the needs of special populations either during the school day or extended learning time opportunities.

**Comments:**

- b. \_\_\_ Description of how the needs of special populations will be addressed.

**Comments:**

## IV. Research-Based Schoolwide Program Strategies, Continued

### B. Action Plan

(Plan Builder→Action Plan→Action Plan)

The Schoolwide Action Plan describes how the school will implement the components of the plan. [NCLB Act Sec. 1114 (b)(2)(A)(i)]

Legal Requirement: \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. Measurable Goals
  - a. \_\_\_ Are based on needs assessment. (compare to Prioritization of Needs Chart)  
(Needs Assessment→Prioritization of Needs→b.CIP tool)
  - b. \_\_\_ Include description of how student progress will be measured.  
(Means of Evaluation column)  
(Action Plan-Goal #4/CIP tool)
  - c. \_\_\_ Include description of how student progress will be reported to parents.  
(Action Strategy column)  
(Action Plan-Goal #4 or #8/CIP tool)

**Comments:**
2. Strategies Action and Program Components (Action Plan-Goals/Objectives CIP tool)
  - a. \_\_\_ Addresses whole school population.
  - b. \_\_\_ Includes strategies in professional development, parental involvement, climate/behavior, organization (and other areas as appropriate) that support the academic achievement goal.
  - c. \_\_\_ Includes Staff Responsible (Action Plan column 2)  
Target Date (Action Plan column 4)  
Resources (Action Plan column 3)  
Cost (Action Plan column 5)  
Funding Source (Action Plan column 6)

**Comments:**
3. Monitoring and Evaluation Plan
  - a. \_\_\_ Includes indicators to demonstrate progress. (Action Plan/Goals/Objectives CIP tool)
  - b. \_\_\_ Includes how evidence of change in indicators will be gathered. (Action Plan/Goals/Objectives CIP tool)
  - c. \_\_\_ Evaluations are appropriate to the activity. (Action Plan/Goals/Objectives CIP tool)

**Comments:**



## IV. Research-Based Schoolwide Program Strategies, Continued

### C. Monitoring and Evaluation of Student Progress

(Plan Builder→Planning Components→Monitoring and Evaluation of Student Progress)

The Schoolwide Action Plan includes measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program and to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. [NCLB Act Sec. 1114 (b)(H)(I)]

Legal Requirement: \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. \_\_\_ Description of the uniform local assessments and the monitoring plan for following student academic progress is included. Assessments in addition to Idaho State Achievement Tests are included.

[#5 Supporting Data Summary of Assessment Data](#)

**Comments:**

2. \_\_\_ Description of process used to identify students experiencing difficulty meeting standards is included. Description of how timely assistance and support will be provided to students experiencing difficulty.

**Comments:**

## IV. Research-Based Schoolwide Program Strategies, Continued

### D. Highly Qualified Staff and Professional Development

(Plan Builder→Planning Components→Highly Qualified Staff & Professional Development)

The Schoolwide Action Plan provides high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. [NCLB Act Sec. 1114 (b) (D)]

Legal Requirement: \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. \_\_\_ Description of professional development is included.

#6 Supporting Data-Professional Development Calendar

**Comments:**

2. \_\_\_ Description of how professional development correlates with priority areas needing improvement is included. Description of how the professional development activities will improve student achievement is included.

**Comments:**

3. \_\_\_ Description of the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies is included.

**Comments:**

## IV. Research-Based Schoolwide Program Strategies, Continued

### E. Parent Involvement

(Plan Builder→Planning Components→Parent & Family Involvement)

**The Schoolwide Action Plan provides strategies to increase parental involvement as described in Sec. 1118. [NCLB Act Sec. 1114 (b)(F)] (See this section for detailed description of parent involvement requirements.)**

**Legal Requirement:** \_\_\_Met \_\_\_Not Met

There is evidence that...

1. \_\_\_ Strategies to increase meaningful parent involvement that lead to enhanced home-to-school partnerships and improved student achievement are included.

**Comments:**

2. \_\_\_ Description of how parents will be notified when students have not met academic standards is included.

**Comments:**

## IV. Research-Based Schoolwide Program Strategies, Continued

### F. Coordination of Programs

(Plan Builder→Planning Components→Coordination of Programs)

**The Schoolwide Action Plan describes plans for assisting children in transition from early childhood programs, other transitions, and coordination and integration with Federal, State, and local services and programs. [NCLB Act Sec. 1114 (b)(1)(G)(J)]**

**Legal Requirement:** \_\_\_ Met \_\_\_ Not Met

There is evidence that...

1. \_\_\_ Research-based intervention is coordinated with the regular academic program.  
**Comments:**
2. \_\_\_ Continuous improvement planning incorporates existing school planning (i.e., grade level planning, cross-grade planning, professional development planning, standards implementation, Title I, ELL, special Education, Gifted & Talented, etc.)  
**Comments:**
3. \_\_\_ Transition activities from early childhood programs that include:
  - Early Childhood programs within the district
  - Any screening procedures provided for preschoolers or those entering kindergarten
  - Early childhood assessment tools in use as part of this screening (i.e., Ages and Stages Questionnaire, Preschool Idaho Reading Indicator, PreK Success)**Comments:**
4. \_\_\_ Other transitions that may be applicable to the school (i.e., as elementary to middle school, middle school to high school, high school to post-secondary) have been addressed.  
**Comments:**
5. \_\_\_ Coordination with other strategies, including other grant funds, special initiatives, Even Start, Head Start, adult education, vocational and technical education, and other community programs and agencies.  
**Comments:**
6. \_\_\_ District supports the continuous improvement plan implementation. Activities and/or strategies for coordinating the different activities (i.e., targeted-assistance, schoolwide, special education programs, etc. with other district improvement efforts.) are included.  
**Comments:**

## IV. Research-Based Schoolwide Program Strategies, Continued

### G. Evaluation and Ongoing Program Development

(Plan Builder→State & Federal Requirements→Schoolwide→Evaluation & Ongoing Program Development)

**The Schoolwide Action Plan shall be in effect for the duration of the school's participation and reviewed and revised by the school. [NCLB Act Sec. 1114 (b)(2)(B)(iii)]**

**Legal Requirement:** \_\_\_\_ Met \_\_\_\_ Not Met

There is evidence that...

1. \_\_\_\_ Description is included of how and when the implementation of the plan will be evaluated and adjusted as needed.

**Comments:**

2. \_\_\_\_ Description is included of how an annual evaluation of progress will be carried out to ensure that progress is being made toward the goals of the plan.

**Comments:**

## IV. Research-Based Schoolwide Program Strategies, Continued

### H. Fiscal Requirements

(Plan Builder→State & Federal Regulations→Schoolwide→Fiscal Requirements)

The Schoolwide Action Plan lists state, district and federal programs that will be included and describes how funds from each will be used to reform the total instructional program. [NCLB Act Sec.1114 (b)(2) (A)(ii)]

**Legal Requirement:** \_\_\_\_ Met \_\_\_\_ Not Met

There is evidence that...

Funding Source:

1. \_\_\_\_ List of funds allocated to the Schoolwide Program is complete. Explanation of how funds support Schoolwide Program goals is included.

**Comments:**

Uses of Funds

2. \_\_\_\_ Budget narrative explains how funds will support the schoolwide effort.

**Comments:**

3. \_\_\_\_ If Title I-C funds will be used, a brief description that consultation with parents of migratory children or organizations representing those parents has occurred.

**#7 Evidence of Migrant Parent Consultation/Consent**

**Comments:**

4. \_\_\_\_ If Title VII funds will be used, a brief description that the parent committee established by the Indian education program approved the inclusion of those funds.

**#8 Evidence of American Indian Parent Consultation/Consent**

**Comments:**

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# **Schoolwide Action Plan Resources**





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**Website Resources:**

Idaho Department of Education Division of Student Achievement and School Accountability  
<http://www.sde.idaho.gov/sasa/>

Idaho Department of Education No Child Left Behind (NCLB) and Title Programs  
<http://www.sde.idaho.gov/NCLB/>

U.S. Department of Education Guide to ED programs  
<http://www.ed.gov/about/programs.jsp#area2>

Planning Resources from the US Government Archives  
[http://www.ed.gov/pubs/Idea\\_Planning/resource\\_1.html](http://www.ed.gov/pubs/Idea_Planning/resource_1.html)

Center on School, Family and Community Partnerships, Johns Hopkins University  
<http://www.csos.jhu.edu/p2000/center.htm>

SDE CONTACTS		
<b>Title I Services – Student Achievement and School Accountability Programs (SASA)</b>	<b>Phone</b>	<b>E-Mail</b>
Marcia Beckman, Title I Director	332-6953	<a href="mailto:mmbeckman@sde.idaho.gov">mmbeckman@sde.idaho.gov</a>
Martha Davis, Administrative Assistant	332-6906	<a href="mailto:mdavis@sde.idaho.gov">mdavis@sde.idaho.gov</a>
Marcia Beckman, Title I and SES Coordinator	332-6953	<a href="mailto:mmbeckman@sde.idaho.gov">mmbeckman@sde.idaho.gov</a>
Lisa Kinnaman, School Improvement Coordinator	426-2154	<a href="mailto:lisakinnaman@sde.idaho.gov">lisakinnaman@sde.idaho.gov</a>
Tyrel Trainor, Administrative Assistant	332-6942	<a href="mailto:tstrainor@sde.idaho.gov">tstrainor@sde.idaho.gov</a>
Migrant Ed and Even Start Coordinator - TBD		
Kelly Wheeler, Administrative Assistant	332-6907	<a href="mailto:kwheeler@sde.idaho.gov">kwheeler@sde.idaho.gov</a>
Tina Naillon, <i>Idaho Reads!</i> VISTA Project	332-6904	<a href="mailto:tmnaillon@sde.idaho.gov">tmnaillon@sde.idaho.gov</a>
Susan Hansen, Grants / Contracts Specialist	332-6900	<a href="mailto:schansen@sde.idaho.gov">schansen@sde.idaho.gov</a>